

Handbook for Rural Teachers

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**Supervisor of Rural Training Schools
Lewiston State Normal School**

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TABLE OF CONTENTS

	Page
Introduction	4
The Redirected Rural School.....	5
Personality of the Teacher.....	7
Relation of the Teacher to the Community.....	8
Duties of the Teacher in the Community.....	9
Getting Acquainted with the Community.....	10
Relation of Teacher to County Superintendent.....	12
Professional Growth of Teachers.....	13
Country Life Movement	13
School Buildings and Grounds.....	15
Equipment and Supplies.....	16
Sanitation and Hygiene.....	18
Prevention of Disease.....	19
Standardization of Schools.....	20
Combination and Alternation of Classes.....	22
Elimination of Grades.....	24
Daily Program	26
Study Periods and Seat Work.....	30
Opening Exercises	31
Use of Textbooks and Course of Study.....	32
A Plea for Music.....	34
Agriculture the Backbone of the School.....	37
Home Making	38
Warm Lunches	40
Manual Training	41
Handwork	42
Sewing	44
The School a Social Center.....	44
How to Organize and Build Up Country Life.....	47
Rural Community Organization.....	47
List of Topics for Community Meetings.....	51
A Suggestive Program for a Community Meeting.....	52
Special Day Celebrations.....	52
Playground, Recess and Noon Hour.....	53
Boys' and Girls' Clubs.....	56
Requirements	57
Objects and Benefits of Club Work.....	57
School Libraries	58
The Traveling Library	60
Packet Libraries	60

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INTRODUCTION

In the preparation of this handbook the Department of Education has endeavored to recognize and utilize the best thought and experience of the State and the Nation. The county superintendents of the State, the heads of the department of rural education of our State Normal Schools and the best rural workers of other States were all called upon to contribute advice and suggestions as to the subjects necessary to be treated in order that the most helpful handbook might be worked out for our teachers.

The preliminary plan and organization of the handbook were worked out by Miss Bernice McCoy, State Superintendent, who also supervised the whole task of preparation.

Miss Addie M. Ayer, Supervisor of the Rural Training Schools of the Lewiston State Normal School, was chosen to write the book because of her long acquaintance with Idaho's rural schools and rural conditions. Mr. John C. Werner, head of the Department of Rural Education of the Albion State Normal School, was called in to assist Miss Ayer.

Because of the character and equipment of the contributors and the author, the Department of Education is confident that the handbook will be a practical help and guide for the rural teacher who is seeking to better conditions educationally and socially in the community in which she works, and we most earnestly recommend it as worthy of the most careful study by all teachers.

Handbook for Rural Teachers

Addie M. Ayer

Supervisor of Rural Training Schools
Lewiston State Normal School

THE REDIRECTED RURAL SCHOOL

"The schools are held to be largely responsible for ineffective farming, low ideals and a drift to town."—Country Life Commission report (page 53).

The above statement has often been quoted and almost unanimously conceded by those who have made a study of the decline of rural life in the last decade. The State of Idaho wants concerted action on the part of the teachers in the schools of the open country to redirect the rural school so as to meet the conditions of a new country life and give the country child "a square deal." If there is such a thing as democracy in education, "the country child is entitled to every whit as good an educational opportunity as the most favored city child."

This new country school, in order to remedy the conditions as reported by the Country Life Commission and to meet the demands of the present day, must shift the emphasis from traditional subjects taught in traditional ways to farm and home subjects taught in terms of country life. The three R's were never so important as they are today but they must be so socialized and so vitalized that they will contribute more concretely than in the past to the modern aims of rural education—Better Men, Better Farming, Better Living.

The rural school alone cannot reach this goal. All the agencies—the home, the school, the church, boys' and girls' clubs, farmers' union, parent-teachers' associations and every other organization in rural communities—must be co-workers in a specific way in producing a better and more

satisfying country life. This cooperation of the school with other agencies is an important part of the work of the new type of teacher in the redirection of energy. She may teach agriculture, domestic science, sewing and other so-called vocational subjects and still fail if her vision is not broad enough to see that every phase of the school work and every neighborhood activity should contribute definitely to the making of better men, better farming and better living.

There is no desire to put extra burdens on the shoulders of the country teacher, but to help her to readjust her work that she may be a strong force in the great country life movement. As the majority of rural teachers in Idaho at the present time are untrained, the Department of Education is conservative in its demands for better rural schools. This bulletin is written to indicate some of the basic principles in the transfer of emphasis upon which the educational regeneration must rest. These may be summarized as follows:

1. Combine and alternate classes to give more time for each recitation. This will result in the greatest good to the greatest number.

2. Discriminate between essentials and non-essentials and omit the latter, thus giving more time to the problems of country life.

3. Get away from the formalism of books, using them as tools only, and adapt all work to the needs and interests of the farms and homes of Idaho and especially to the conditions in that particular community in which you are teaching.

4. Teach in terms of child life.

5. Lay emphasis on civic and social activities of your community.

6. Use your energies for better and more definite planning and do less for children in the school room which may be done by the pupils themselves.

7. Let pupils work as well as study and recite, so that the individual may be given opportunity to achieve through purposeful motor activity.

8. Let Better Men, Better Farming, Better Living be the aim of rural education rather than passing eighth grade examinations or entering some higher grade or some other school.

PERSONALITY OF THE TEACHER

"The country teacher who appreciates and realizes her advantages is the chief factor in the solution of the farm problem."—Carney's Country Life and Country School.

"There is almost no virtue or ability not listed in the catalog of a good country teacher's accomplishments. She must possess a fair degree of all-round scholarship; be something of an artist, carpenter, cook, musician and gardener; know just what ails a smoky stove, a rattling window, or a dull boy; be able to bandage wounds, pull teeth, start fires, drive a fractious horse, conduct a Sunday School or fish lost boots from the muddy depths of the public highway." This is a vivid picture of the new type of teacher needed in the new school, and though she has all the above accomplishments and has not a pleasing and strong personality her leadership will not be accepted and her efforts may be fruitless.

One's personality is not a fixed quantity but may be developed and is determined more by greatness of soul than physical perfection or mental vigor, though all three are essential in the development of a great character.

A teacher's conduct out of school, neatness of appearance, professional attitude and community interests, if positive, are of vital importance in determining her influence as a leader of children. The opposite will counteract all good work done in the school room. Emerson's lines should be familiar to all teachers: "How can I hear what you say while what you are thunders so loud in my ears?" To have high ideals is not enough, but they must be so concrete that they are interpreted in terms of action.

Teachers are urged to read:

Field's The Corn Lady.

Wray's Jean Mitchell's School.

Carney's Country Life and the Country School.

Kern's Among Country Schools.

Colgrove's Teacher and the School.

RELATION OF THE TEACHER TO THE COMMUNITY

The teacher is a public servant and the public has a right to expect her to put her whole soul into the welfare of the community.

The new type of teacher wants to know her community and the school plant before school opens in the fall; she considers it a privilege as well as a duty to stay in the district week ends, for that is the time that she gets to know the homes and the social conditions; she feels that a contract with trustees is a sacred thing to be kept as any honorable person keeps any business agreement; and she has a loyalty to pupils and patrons that will keep her from gossiping or listening to gossip. The teacher's personality and attitude toward the community are the two strongest elements that make for success or failure.

Teachers are urged to do everything in their power to get patrons to visit schools, not only the mothers but the fathers as well. It is the teacher's duty to let the people know what is going on in the educational world, particularly the local school world. The following questions and many others arise among patrons, which, if explained, will save much ill feeling and result in fewer dismissals of teachers:

What is the purpose of seat work?

Why combine classes and eliminate certain grades.

How do phonics aid in teaching reading?

What is the reason for not starting beginners in a reader?

Why teach agriculture?

Why alternate subjects by years? (Plan as given in this handbook.)

Teachers are urged to refer the people to this handbook, the State Course of Study, circular letters of county superintendents, and bulletins sent out by the normal schools. Teachers must be very familiar with this literature before they can use it effectively to educate others.

Often there arises in country communities misunderstandings between teachers and patrons in regard to the age of children attending schools, classification of pupils, subjects to be taught, discipline, etc. The teacher is usually the only one in the community who has or expects to make a study of educational matters, and the responsibility lies with her to make adjustments in classifying and grading pupils, combining grades, seeking causes and applying remedies for irregularity of attendance and settling the

many other problems which belong to the province of the teacher and to no one else in the district. She must study her problem, be strong in her convictions and have the courage to stand by them. Teachers who consider their profession as such instead of a job at so much a month, have the respect of the community and there is no question as to who is to determine how the school is to be conducted.

In a great many rural schools there are little children attending who are under school age. The country teacher's problems are so many that she should not be burdened with little people who are too young to go to school. Trustees and county superintendents should help her to enforce the law so that any extra time she may have may be given to the backward and overgrown children that are found in every school. ("School age is defined as applying to all persons between the ages of six and twenty-one years." See Idaho School Laws, Sec. 58-k, 1915 edition.) Rural teachers are often required to teach the ninth grade, thereby robbing the rest of the school of the time that rightly belongs to them. According to a recent ruling of the State Board of Education, *no district employing less than four teachers may have high school work standardized by the Department of Education*. This ruling was made to protect the elementary grades, which, after all, are the most important part of the school system. Upon their strength depends the quality of the high school work.

DUTIES OF THE TEACHER IN THE COMMUNITY

1. Visit all homes and get acquainted with the patrons.
2. Study conditions from all angles so as to adapt the school work to the needs of the community.
3. Live in the district seven days in the week during the school term.
4. Keep a school contract unless honorably released by trustees.
5. Be loyal to pupils and patrons.
6. Conduct yourself outside of school so as to win respect for yourself and your profession.
7. Stay more than one year in a district unless a change means decided professional and financial advancement.
8. Arouse an interest in the school and do your part to educate patrons to the need of a better school to meet the demands of the present day by
 - (a) Urging them to visit schools.

- (b) Loaning them literature to show what is being done all over the country for rural regeneration.
 - (c) Getting them acquainted with the modern methods of teaching.
 - (d) Explaining the plan as laid down in this handbook, to give a better division of time for the school day and school year.
9. Urge patrons to read:
- Among Country Schools.....Kern
 - Country Life and the Country School.....Carney
 - The American Rural School.....Foght
 - The Corn Lady.....Field
 - Chapters in Rural Progress.....Butterfield
 - The County Unit of School Supervision and Organization—
(Free bulletin from the Bureau of Education, Washington, D. C.)
 - Consolidation of Rural Schools. (Free. Same source as above.)
 - All bulletins from the Department of Education and the educational institutions of the State.

GETTING ACQUAINTED WITH THE COMMUNITY

The new type of teacher knows that every community is more or less peculiar unto itself and differs in many respects from all other communities. *Before she can adapt the curriculum to the needs and interests of the neighborhood, she must know definite facts concerning the district, not rumors or guesses.* She sees the close relationship between her work and the nationality of the people, the financial condition of the district, the number of tenant farmers, the industries and nearness to market, the average yield per acre of the principal crops, the social history of the school, the religious attitude of the people and the hundred and one other problems that go to make up a rural survey.

Children may help gather much of the data required. A large district map may be made in school. (This is excellent fourth grade geography work.) On it locate the school and other public buildings, streams, highways, farms, stores, sawmill, factory, irrigation canals, etc., etc. A set of maps may follow, showing, one at a time, the prominent industries or crops of the district. For example: A timothy map will show the location of the acreage of hay, maximum and minimum yields.

Before deciding on the industrial work to be given in school, or the kind of girls' and boys' agricultural and home economics clubs to organize, or the method of vocationalizing

all formal book subjects, or the kind of social center work to start, gather data on your school district, similar to the following, and make a neat record for future use:

I. ECONOMIC CONDITIONS.

1. Number of farmers who own the farms upon which they live.
2. Number of tenant farmers.
3. Number of miles of well kept roads; of poorly kept roads.
4. Average size of farms.
5. Number of modern homes.
6. Number of modern barns.
7. Financial conditions of the district; the special tax voted for school purposes.
8. Number of automobiles.
9. Total number of acres of wheat, hay, apples, alfalfa, corn and other important crops. Total yield. Average yield. Highest yield per acre. Lowest yield. Value of crops.
10. How many fruit trees were sprayed and pruned? How many farmers treated their seed potatoes and wheat? How many farmers carefully selected and tested wheat or other seed?
11. Total number of breeds of: Horses, mules, beef cattle, dairy cows, hogs, sheep, poultry. Value of each and total value of all.
12. Number of different kinds of farm implements, as combines and binders, etc. Care taken of farm machinery.
13. How far to the nearest market?

II. SOCIAL AND MORAL CONDITIONS.

1. Is the school or church used as a social center?
2. Is there a farmers' organization? Boys' and girls' clubs? A women's club? What is the purpose of each?
3. Does the church tend to unite or divide the community? Is it building up the neighborhood?
4. What is the community attitude toward religious matters? Social affairs?
5. What is the school doing to improve social life?
6. How many rural telephones? Does the rural delivery reach every home?
7. How do the young men spend their leisure? Young women?

III. HEALTH CONDITIONS.

1. Source of water supply. If open wells, where located? Distance from barns and privies? How walled up and enclosed at top?
2. Are all privies fly-proof according to 1915 regulations of State Board of Health? (Send to State Board of Health, Boise, Idaho, for desired information.) Are fly-tight receptacles provided and used for stable manure according to regulations?

3. How is garbage disposed of?
4. Drainage about the house and barn?
5. Ventilation of bedrooms and school house?
6. Amount of patent medicines used.

IV. EDUCATIONAL CONDITIONS.

1. Have your predecessors been residents of the community?
2. Has the district kept the teacher more than one year?
3. Have most of the teachers had professional training?
4. Have the industrial subjects been taught in school?
5. Have there been any boys' and girls' agriculture or home economics clubs?
6. Have there been any local fairs or exhibits?
7. Is the school teaching civics and health *to the community*?
What is the result in community building?
8. Has the district a State Traveling Library? If so, how many patrons use it?
9. Does the school library contain books on country life and community building? How much are they used by adults?
10. Does the library contain agricultural and home economics bulletins? The biennial report of the State Board of Education? State Board of Health bulletins? If so, how many are used by patrons?
11. Has the school taken any magazines or farm papers?
12. How many monthly magazines taken in the community?
Weekly papers? Daily papers?
13. How many homes have at least a small library?
14. How many homes have a musical instrument?

(The above questions are adapted to Idaho conditions from those given by the State Agricultural College of Kansas in the bulletin, "Community Welfare Club.")

RELATION OF TEACHER TO COUNTY SUPERINTENDENT

There should be the greatest sympathy and the strongest cooperation between teachers and county superintendent. County superintendents are overworked and have not the time to visit each school more than once or twice a term. Because of lack of supervision which it is possible to give, they try to carry on constructive work from the office by organizing boys' and girls' clubs, parent-teachers' associations, spelling contests and field meets; by suggesting the ways of managing industrial work, special programs, seat work and opening exercises; and by recommending professional reading matter, new equipment and ways of beautifying the rural school. Every rural teacher should make an effort to become acquainted with the educational policies of the state and county as carried on through the county superintendent's office and to act in perfect harmony with those

plans and to try to put them into operation. In order to do so, teachers should

1. Read carefully all printed matter and circular letters sent from the county office.
2. Answer all correspondence promptly.
3. Send daily programs and reports promptly, as requested.

PROFESSIONAL GROWTH OF TEACHERS

In order to build up its rural schools the State of Idaho needs more than anything else a class of teachers with a progressive attitude as strong as that of the medical profession. This new class of teachers will maintain a mental vigor and vivacity of spirit and set such high standards for their profession that ability to teach will not be measured by certificates and diplomas.

A certificate should be the minimum requirement to teach. Idaho has no room for "school keepers" who do not grow from year to year and month to month by taking advantage of summer vacations to get more training; by studying teachers' journals, daily papers and current magazines; by adding a few professional books to their libraries each year and by gaining a broad knowledge of important educational matters going on in the outside world.

In a young country like ours there is bound to be each year a good many teachers who are new in the State and who have not developed a State consciousness. An important part of the teacher's growth is a full and accurate knowledge of the geography, history, resources and legends of this great State of Opportunity. Idaho teachers must teach Idaho to Idaho children.

In order that the teacher become a leader in the country community or "the chief factor in the solution of the farm problem," she should be well informed on the important matters pertaining to rural schools which are being so widely discussed throughout the country. Are you conversant with the following subjects and do you know how these movements affect your community?

COUNTRY LIFE MOVEMENT

(For directory of Country Life Movements see "Country Life and the Country School," pages 384-387.)

Boys' and Girls' Club work.

County unit of school organization.

Home project work.

Child Welfare campaigns.
 Consolidation.
 Teachers' cottages.
 Rural festivals and recreation.
 Rural surveys.
 Better roads.
 Rural community music.

If you are interested in the technique of teaching and wish to test your methods, send to the Albion State Normal for the "News Letter" which contains helpful suggestions on "Essentials of Teaching."

The Lewiston State Normal School has loan packet libraries for the use of teachers who wish to improve professionally.

DO YOU BELONG TO THE READING CIRCLE?

The Reading Circle work was started to encourage teachers who are far from libraries, to read books of a professional nature. The State department issues questions at the same time as the State examination in August, on the books adopted and gives credit of ten per cent to those passing the examination in any one of the books, this credit to be added to the lowest passing grades in the regular subjects. Teachers may either organize reading circles or do the work alone. Some of the county superintendents require all teachers to read and report on at least two books. All are urged to do some of the work whether required to do so or not. The books adopted for 1914-1915 are:

1. The Health Index of Children.....Hoag;
 Whitaker & Ray—Wiggin Co., San Francisco.....\$0.80
2. Teaching the Common Branches.....Charters;
 Houghton, Mifflin Co., Boston.....\$1.35
3. Literature in the Common Schools.....Cox;
 Little, Brown & Co., Boston.....\$0.90
4. The Corn LadyField;
 A. Flanagan Co., Chicago.....\$0.50
5. Among Country Schools.....Kern;
 Ginn & Co., Chicago.....\$1.25
6. American Irrigation Farming.....Olin;
 A. C. McClurg & Co., Chicago.....\$1.25
7. Elementary School Standards.....McMurry;
 World Book Co., Yonkers-on-Hudson, N. Y.\$1.12
8. High School Education.....Johnson;
 Charles Scribners' Sons, New York.....\$1.50
9. The Spirit of Youth.....Addams;
 McMillan Co., Chicago.....\$1.25
10. Rural Life and Education.....Cubberly;
 Houghton, Mifflin & Co.\$1.50

SCHOOL BUILDINGS AND GROUNDS

The country teacher is obliged to accept conditions as they exist, but she is not capable of leadership of the re-directed rural school if she is satisfied with those conditions and does not do something to improve them. We need more teachers with a determination of an Edison, who, when told that a certain piece of work was impossible, is quoted as saying: "It must be done and therefore it can be done." Before a start is made the teacher should get in touch with the county superintendent and plan with him on the lines of attack. Her efforts will be misdirected if she does not become informed on the rules and regulations of the State Board of Education and State Board of Health in regard to plans for school buildings, sources and location of water supply, heating and ventilation, privies, school grounds and inspection by health officers. All of this information is given in a pamphlet, "Regulations and Advice Concerning School Buildings," which may be had for the asking by writing to the Department of Education, Boise.

After becoming informed the first thing to do is to arouse public conscience, for the school authorities can go only as rapidly as the community is willing to go. "Begin with the children. As soon as they are directed to see conditions they will believe what they see. They are not prejudiced. They will talk about it; teacher, father, mother will hear." Have language lessons, arithmetic lessons, drawing lessons, construction lessons on model school buildings, repairing old buildings, attractive school grounds or any other phase that needs community attention.

Fill your library with reference material and use it with children and adults. Many of the books on country life mentioned in this handbook contain chapters on this subject. Use the pamphlets mentioned above. Send to the Bureau of Education, Washington, D. C., for the illustrated bulletin, "Rural School Houses and Grounds" (50 cts.), and to the Department of Forestry, University of Idaho, for their pamphlet on "Tree Planting." Send to the Department of Agriculture, Washington, D. C., for the free bulletins, "Tree Planting on Rural School Grounds" (No. 134) and "Annual Flowering Plants" (No. 195).

If you are working for a new or remodeled building, create a sentiment for one that is large enough for a community center and so arranged that it will be convenient for social affairs. Study plans so that you will have some practical and concrete ideas on the subject. Generalizing will not go far. Get the patrons to visit schools so that they may

see conditions as they are. Have a "Clean-up Day" or a "School Yard Improvement Day" so that all may have a hand in improving their school. The disgraceful indifference and neglect of teachers and trustees is indicated by the shameful conditions of the school grounds. One who knows the majority of rural schools in a large part of Idaho, testifies that in only two places have attempts apparently been made to beautify rural school grounds, and both of those are under city systems. Even in the wealthy timber sections of northern Idaho, where there are many modern and convenient buildings, the esthetic is absolutely lacking.

"In the country we do not appreciate fully the educational influence of environment. The daily routine of hard work is much harder to endure when there are wanting those elements of soul development which inspire the youth with new ideals. *The secret of keeping more boys satisfied with the farms rests primarily with the character of the country school house and its surroundings.* Why do not trees grow in many country school yards, when they thrive with great vigor around the farm home a few rods away? Some one will do us a great service if he will tell us the particular microbe and its method of cultivation and culture that will correct the unproductive character of the soil in so many school yards, with especial reference to trees, flowers, vines, shrubbery, etc."

Are the following your problems?

1. Floor area not less than 15 sq. ft. for each pupil.
2. Light falling either to the left or to the left and back of pupils; windows "banked" (close together) and equal to at least $\frac{1}{6}$ of floor space.
3. Privies at least fifty feet apart and screened from view, and at least one hundred feet from the well or other water supply.
4. School ground enclosed.
5. Playground apparatus.
6. Trees, shrubbery and vines planted.
7. School house fence and out-buildings painted.

EQUIPMENT AND SUPPLIES

President Garfield said that Mark Hopkins on our end of a log and a student on the other was a university but even Mark Hopkins' influence would have been counteracted had he been obliged to work in the sordid atmosphere of the average rural school. A well equipped school and a success-

ful one are by no means synonymous terms but cleanliness and a good equipment are very important in creating an intellectual atmosphere.

A resourceful teacher can do efficient work with the crudest equipment, and many an Idaho teacher has proven her worth by ingeniously making her own apparatus. The teacher who has enough initiative to make a globe out of a pumpkin and a handful of clay, a black-board out of an old window shade and an oven out of a coal oil can will best know how to use supplies that are furnished. Most teachers will be able to get necessary equipment if they know specifically what they want, where it may be purchased and how much it costs and present their needs in a business-like way to the trustees. It behooves the new generation of teachers to make a study of such things and be definite in their requests.

The money that is used in so many districts for a planetarium, useless charts, a clock and an expensive bell would better be spent on a phonograph, good pictures, domestic science and manual training equipment and a sewing machine. However, hundreds of schools in this State are raising money through social affairs to get equipment which is now a necessity.

Much information and inspiration in regard to equipment may be gained by reading Kern's "Among Country Schools" (Chapter 5); Carney's "Country Life and the Country School" (Chapter 10 and pages 340-358); "Regulations and Advice Concerning School Buildings" from the Department of Education, Boise; "Social Activities," a bulletin published by Lewiston State Normal (See bibliography, pages 23 and 33); and "An Experimental Rural School of Winthrop College," a bulletin published by the Bureau of Education, Washington, D. C. (5 cents).

Do you know the best kind of school furniture?

What kind of window shades are now being recommended?

What advantage is the heater over the old type stove? How much will one cost?

What is the most economical and sanitary water cooler?

How much black board space do you need? What is the best kind?

What is the best method of purchasing maps?

What grades of paper and pens are needed for the new system of penmanship?

How much is your handwork supply budget?

What is the cost of a blue flame oil stove and a few needed cooking utensils?

What manual training tools are necessary for elementary wood work?

Do you know how to make a sand table? A bulletin board?

Have you a fuel box?

Where can you buy good pictures and have them framed artistically?

Do you know how far a foot scraper and a door mat will go toward hygienic conditions of your school room?

Do you know the best color of paints for the school walls?

How much oil will it take for your floor?

How much will a small Victrola cost? What would be the best selection of records for a little money?

If the above are not answered in the books recommended, write to your county superintendent or nearest normal school for needed information.

SANITATION AND HYGIENE

The country teacher must share responsibility with trustees in regard to the sanitary conditions of the school house and privies for even if she does not do her own janitor work she must direct and oversee it. *School room sanitation should be measured by that of the best hospitals and a teacher's standard by her hatred of dirt, decay and neglect.* Again quoting from Kern's "Among Country Schools:" "A teacher ought not to be compelled to scrub the floor and wash the windows, but rather than teach in a dirty building from month to month I would clean it or quit the school. The teacher can organize a sanitary commission with herself as President and Chief of Medical Staff. If school authorities would not do their duty, if I wanted to teach, and I had to live in a room six hours a day for twenty-two days in the month for six months of the year, then for the children's sake I would cure some things rather than endure them or I would get out."

For the sake of the 34,000 boys and girls in the rural schools of Idaho who have not had "a square deal," start a sanitary campaign.

1. Are the common drinking cups and common towel prohibited?
2. Is the school furnished with a sanitary drinking fountain or covered water tank? (See Rule 39, State Board of Health bulletin.)
3. Are there facilities for washing hands and face?
4. Is the floor of the school house swept well every night (not morning)?
5. Is the floor oiled?
6. Are good brooms, mop, pails, cloths, soap and cleaning compound provided?

7. Is the furniture cleaned daily with an oiled or damp cloth?
8. Are the blackboards and erasers cleaned every night?
9. Is the air in the school room changed several times a day?
10. Have you boards or some other form of window ventilators?
11. Is a thermometer provided and temperature kept at about 70°?
12. Is the stove blacked frequently?
13. Are the vestibules, cupboards and bookcases tidy?
14. Is there a shelf or cupboard provided for the dinner pails?
15. Are there hooks provided for each pupil's wraps? Are those wraps neatly hung on the hooks or allowed to lie on the floor?
16. If you do not have a school heater, is there a sheet-iron jacket around the stove? (See "Among Country Schools," pages 89 and 90.)
17. Are foot scrapers and door mats provided? If so, are they used?
18. Is the wood kept in a box for that purpose or thrown on the floor?
19. Are both privies inspected by the teacher several times a week?
20. Is a box of chloride of lime provided in each privy?
21. Are the privies provided with lock and key and are they locked every night?
22. Is the school house locked and are the windows fastened?
23. Are the out-buildings, school house and furniture absolutely free from all defacing and obscene marks? If not, paint or white-wash the school house and out-buildings and use a carpenter's plane, sandpaper, Jap-a-lac or soap and water on the furniture.

PREVENTION OF DISEASE

Sanitary school houses, out-houses and surroundings are the first essentials in the protection of the health of the children. Contrary to the general opinion, the health conditions in rural districts are much below those in urban communities. One reason for this is the lack of ventilation in farm houses and country schools. When pupils are dull, listless and sleepy or restless and irritable, it is time to open the windows and have the pupils march or skip until the impure air has been replaced by fresh air.

A teacher's knowledge of the symptoms of communicable disease may save the lives of her pupils. She cannot be expected to diagnose cases but she will always be on the safe side to exclude from her school, children with rash, sore throat, flushed faces, headaches or coughs. Every teacher should be familiar with Article XV of the Idaho School Laws (1915 edition).

When the pupils recite about the care of the teeth, the prevention of tuberculosis, the dangers of foul air and do not put into practice what they have learned, one wonders what good the study of physiology is doing in our schools.

Is the rural school a laggard in applying the hygiene which it teaches? *It is not necessary that children know the number and names of the bones of the body (not even to pass eighth grade examinations) but it is very essential that they understand and OBSERVE the rules of health.*

STANDARDIZATION OF SCHOOLS

In order to provide tangible measurements for rural schools (one more step to procure educational democracy) a set of standards are given by which the schools are to be scored by the county superintendent. A rating card will be sent to the clerk of the school board and the teacher at the opening of school in the fall and a copy of the superintendent's rating to each of the above later in the school year. The Standard School Rating Card is to be hung on the school wall where the pupils and patrons will be able to see it. The teacher will be expected to discuss the requirements with pupils and patrons and at some community meeting early in the year teachers and trustees are urged to explain the plan of standardization, its purpose and the steps that will be necessary to meet the requirements. It is the people's school and the people's meeting so every effort should be put forth to get all of the community to work to raise the standards. A method used in Oregon to get patrons to think and discuss the details of the requirements is very helpful. At the community meeting in which the standardization plan is taken up, pass around written questions numbered consecutively. When the number is called by the chairman, the person holding the number will read it and answer the same. Such questions as the following might be suitable: How can we change the lighting of the building so there will be no chance for cross lights? How can we procure some playground apparatus? How can our school house and out-buildings be made more sanitary? What needed equipment should we get? Is it a good plan to hire a different teacher each term, or would it be better to pay a little more and have the same teacher year after year?

The county superintendents are also to make use of all the newspapers in the county to keep the subject of standardization before the people, and to publish at the end of the school year the list of the standard schools in the county. It would be well for the teachers to report the community meetings and the discussions which takes place as above mentioned. There will not be much difficulty in carrying on the work if local pride and initiative are aroused by such questions and such advertising.

The requirements as given below are adopted from those sent out in pamphlet form a year ago. More emphasis is put on the teacher's work and school efficiency as there has been a danger in some states that the school work be lost sight of in the effort to improve the physical conditions. A very modest building with meager equipment is often the most sanitary, and occasionally the poor isolated district that happens to get a teacher with a broad vision and a missionary spirit has the most progressive and effective school. The standard will be raised each year or two so that there can be no stagnation. A standard school must score 100 points, out of a possible 125. All schools receiving favorable reports shall be placed in the published list of "standard" schools and a certificate will be forwarded to the school.

THE TEACHER—50 Points

	Maximum Points	Allowed by Co. Supt.
At least one year of professional training or a high school graduate	3	.....
Grade of certificate	4	.....
At least two books from Teachers' Reading Course read during the year	2	.....
At least one educational journal used.....	1	.....
Daily program, with seat work indicated, posted and followed	3	.....
Intelligent combination and alternation of classes	3	.....
Number of recitations not to exceed 28 in a large school and in proportion in small school.....	3	.....
As much time given to lower grades as upper.....	3	.....
Daily preparation of work	4	.....
All children profitably employed during seat period	3	.....
Good order maintained at all times.....	3	.....
Neatness of work and appearance	3	.....
Supervised play	3	.....
Live in the community seven days of the week.....	3	.....
Intelligent use of text books and State course of study	3	.....
Work in agriculture, domestic science, manual training and music	4	.....
Teacher returned for second year	2	.....

BUILDING—16 Points

225 cubic feet of air space per pupil.....	2	.....
15 square feet of floor space per pupil.....	2	.....
Windows to the left or to the left and back equal to at least 1/6 of floor space.....	2	.....
Buildings painted on outside.....	2	.....
Floor well oiled	1	.....
Walls freshly tinted, painted or papered.....	2	.....
Good cloak rooms	2	.....
Cleanliness and attractiveness	3	.....

EQUIPMENT—25 Points		Maximum Points	Allowed by Co. Supt.
Single desks to fit pupils.....		2	.....
At least 20 ft. of good blackboard fitted with chalk troughs and molding on three sides.....		3	.....
Heating and ventilating system or jacketed stoves		3	.....
Bookcase and musical instruments.....		2	.....
Maps, globe and dictionary		3	.....
Well selected library; supplementary readers for lower grades; agricultural bulletins; magazines		3	.....
Sanitary water supply		3	.....
Flag flying on all clear days		1	.....
At least two standard pictures, well framed.....		1	.....
Domestic science or manual training equipment....		1	.....

GROUNDS—17 Points			
Well drained play grounds of at least an acre.....		3	.....
Two separate sanitary closets or two clean privies at least 50 ft. apart and 100 ft. from well or cistern		3	.....
Screens around out-buildings		1	.....
At least two pieces of play ground apparatus.....		2	.....
Fence, gate and walks		2	.....
Trees, shrubbery and vines, etc.		3	.....
Building, fence, etc., free from all defacing and ob- scene marks		3	.....

COMMUNITY ACTIVITIES—10 Points			
One or more boys' and girls' clubs.....		3	.....
Regular community meetings, school literary soci- ety, Parent-Teacher Association or other social gathering		4	.....
Play festival, field meet, school and community fair and county spelling contest		3	.....

ATTENDANCE—7 Points			
Average term attendance at least 85%.....		4	.....
Tardiness not to exceed 2% for the year.....		3	.....
Total		125	.....

COMBINATION AND ALTERNATION OF CLASSES

One of the most difficult problems of the country teacher is the organization of her school (1) so that the time will be evenly divided between the younger and older pupils and (2) so that the grades and subjects be combined and alternated to give more time to class work by having fewer recitations. The one-teacher schools of this State will be considered in two classes:

1. A large school (of more than twenty-five pupils) with all eight grades.
2. A small school (of twenty-five pupils or less).

Let us see what combinations can be used or made to reduce the school program to a maximum of twenty-eight recitation periods (including general exercises) for a school of the first class and in proportion for a smaller school. Theoretically, there should never be more than twenty periods a day for any one-teacher school, however large, but those who know the Idaho conditions best realize that the change must be gradual. Therefore, the Board of Education is conservative in its requirements for a better division of the school day.

Several states have for years successfully carried out a plan of alternation of classes by years to give more time to each grade. This plan Idaho will adopt beginning September, 1916. Teachers and superintendents should co-operate in educating patrons to see the increased advantage of such a plan to the school as a whole.

There are several subjects that lend themselves to such combinations and alternations, as reading, spelling and language. Other subjects may easily come under this plan in certain parts of the course. For example, it makes no great difference whether Europe and Asia or South America and Africa be studied first, so sixth grade and seventh grade geography can easily be combined, but the fourth grade geography pupils need the undivided attention of the teacher, as that is the first year that they study a text book by themselves. The eighth grade arithmetic course, which includes mensuration, square root and reviews, does not depend upon seventh grade work (the applications of percentage) so why not combine those two classes, taking the subjects outlined in the Course of Study for seventh grade odd years and eighth grade even years?

The following is the plan outlined:

LANGUAGE—

Grades II and III.

Take second grade work as given in the Course of Study even years (1916, 1918, etc.), and the third grade work odd years (1917, 1919, etc.). The first grade will take their language in connection with reading. (See Course of Study for first grade language.)

Grades IV and V.

Take fourth grade work even years (1916, 1918, etc.), and fifth grade work odd years (1917, 1919, etc.).

Grades VI and VII.

Sixth grade work even years and seventh grade work odd years.

READING—

Grades V and VI.

Fifth grade work even years and sixth grade work odd years.

Grades VII and VIII.

Seventh grade work even years and eighth grade work odd years.

SPELLING—

No attention to be paid to grades. Divide school (of all grades) into three divisions, *according to ability to spell*. This may mean that a sixth grade boy is in the A division and an eighth grade boy in the B division. Probably it will be best to promote and demote once a month. Use only the most common words from the Speller, but take the majority of words from the other school subjects, home and community interests. (*List of words taught must be kept for reviews and for use of next teacher. This last is very important.*)

AGRICULTURE—

Grades VI, VII and VIII.

ARITHMETIC—

Grades IV and V.

Fourth grade work even years and fifth grade work odd years.

Grades VII and VIII.

Eighth grade work even years and seventh grade work odd years.

GEOGRAPHY—

Grades V and VI.

Fifth grade work even years; sixth grade work odd years.

HISTORY—

Grades VII and VIII.

Eighth grade work even years; seventh grade work odd years. (Notice the plan of alternation for 7th and 8th arithmetic and history is reversed from that of other combinations.)

HYGIENE (OR PHYSIOLOGY)—

Grades VI and VII.

Sixth grade work even years; seventh grade work odd years.

History and Geography as subjects are to be alternated from the fifth through the seventh grade. Teachers may give half a year to one and the remainder of the term to the other, or three days of the week to one and two days to the other, the latter plan being preferable.

ELIMINATION OF GRADES

A further requirement which the Department of Education is going to make to give more time to the school as a whole, has been in operation for years in one-teacher schools

in several states. This plan will be for the small school (25 pupils or less, which now has eight grades) to eliminate two grades so that *nowhere in the state will there be one teacher attempting to do efficient work with only one or two or three pupils in each class*. The plan for elimination is as follows:

Imagine a school of twenty-five pupils distributed in the following classes: 5 pupils in the first grade, 4 in the second, 4 in the third, 2 in the fourth, 3 in the fifth, 3 in the sixth, 1 in the seventh and 3 in the eighth grade. The fourth and seventh grades are the smallest in the school, too small to arouse much interest or to produce "an audience situation." Let us consider the two fourth grade pupils. Imagine one as regular in attendance, very good in reading, language and memory subjects (spelling, geography, etc.) but poor in arithmetic, probably due to weakness in reasoning. Now as justice to the child, as well as for the purpose of dropping one grade, let him try the fifth grade work in geography, history and reading (the subjects in which he is strong) and let him repeat the third grade arithmetic (the subject in which he is weak). Suppose the other child in the fourth grade is irregular in attendance, weak in memory subjects, but very good in reading and arithmetic. Let him try the fifth grade reading. In all one-room schools fourth and fifth grades are to be combined in arithmetic and language, so this child who is irregular in attendance is promoted in reading only. The geography in which he is weak, he will not take until the following year. In the same way the seventh grade, which in this imaginary school has only one pupil, may easily be eliminated as geography, history and arithmetic are the only subjects which any seventh grade in one-teacher schools will take alone.

The above situation is a typical one. Teachers will have to decide which grades to do away with. That will depend upon (1) the size of grades, (2) regularity of attendance, and (3) age and mentality of the pupils in the smaller grades. Probably the size of the grades will be the strongest factor in her decision.

There may be parental objections to this new plan unless the teacher explains and shows the increased advantage this arrangement will give. It is very poor pedagogy from the child's standpoint to keep him back in all subjects because he is weak in only one or two, or not to give him an opportunity to lay a good foundation in the one or two weak subjects by repeating the work of the previous year. This change will somewhat upset the system of grading but it

must be sacrificed rather than the welfare of the individual and the good of the school as a whole.

This plan as given here embodies all that is suggested in the State Course of Study but up to the present time has not been adopted as it has been left to the option of the teachers. To avoid confusion, all of the one-teacher schools of eight grades will be expected to carry into operation the plan of elimination of grades and alternation of subjects, beginning in the fall of 1916. The combination of grades in subjects like reading, language and spelling may begin more gradually, as soon as this bulletin reaches the hands of rural teachers.

THE DAILY PROGRAM

The following principles of daily program construction should be carefully studied:

1. Provide definite work for all grades, while they are in the school room. This includes seat work periods as well as recitation periods.

2. Give nearly the same total time to each grade. The size of the grade will be an important factor in this time division.

3. Meet the beginning classes very soon after assembling the school at the beginning of the four main subdivisions of the day.

4. Study periods should usually follow the recitation periods, while the details of the assignment are clearly in mind.

5. Writing should never follow a recess period or other time spent in active muscular play or work.

6. The more difficult subjects should come early in the day or soon after a period of rest or play. (Reading, which is the most difficult lesson for the first two or three grades, should come early in both morning and afternoon. This subject is one of the easiest for the upper grades and may be placed late in the day for them.

7. Plan the industrial work to come late in the afternoon when the waves of fatigue are low.

Probably the first principle is the one most often neglected and is by far the most important one in a school of several grades. If the seat work for every grade, for every period of the day, is not as carefully planned as the recitation time, the teacher cannot do efficient work. If the seat work is not indicated on the program, it is almost sure to be neglected. *As the daily program is such an important factor in the success of the rural school,*

the teachers will be required to send a copy during the first month of the term to the county superintendent. Indicate the seat work in the program in a similar way to that given in this handbook. A duplicate copy of the program posted in a conspicuous place in the school room, will also be required of the teacher.

We have in this book a suggestive program for a large school (more than 25 pupils) of eight grades, where elimination of classes seems impossible because of the large size of each grade. If a large school should happen to have one or two grades above the first and below the eighth in which there are only one, two or three pupils, the above plan of grade elimination should be put into operation. Another program for a five grade school is also given.

The advantage of these programs over many of the very good ones that are in print, is the equal division of time between lower and upper grades. If the first and second grades are larger than the seventh and eighth grades, even more time should be given the little ones at the expense of the older children. If the foundation is not good, it will be too late to expect efficient work in the intermediate and grammar grades. There must be a concerted effort on the part of teachers and patrons to put a stop to the common but unpedagogical practice of "cramming children" for eighth grade examinations. There is no danger of children failing in those examinations if (1) they have been properly taught in the lower grades and their share of the teacher's time has been given to them and (2) they have been regular in attendance. Remember the aim of rural education is not to pass eighth grade examinations, but—Better Men, Better Farming, Better Living.

This program for an eight-grade school may be adapted to a "small school" (25 pupils or less) where the plan of elimination of two grades is put into operation. This adjustment will depend entirely upon the two classes that are cut out. For example, in the imaginary school which we have used for illustration, the fourth and seventh grades are dropped. You will notice in the first program given neither fourth nor seventh grades recite alone as a class until afternoon. By omitting fourth grade geography (or history) fourth grade reading and seventh grade geography (or history) thirty minutes will be saved to be distributed among the other classes which need it the most. This will have to be left to the judgment of the teacher. By omitting those three classes, it will have twenty-five periods as a maximum where eight grades can be reduced to six.

DAILY PROGRAM FOR A LARGE SCHOOL OF EIGHT GRADES

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Recitation Begins	9:00	Study Reading Reading Word Study Illustrate Reading	Study Reading Reading Word Building and Study	Opening Exercise (Music, Ethics, Etc.)				
	9:15			Prepare Arithmetic Arithmetic Rapid Number Drills Arithmetic Map Drawing	Prepare Arithmetic Rapid Drills Arithmetic Map Drawing	Prepare Arithmetic Farm Accounts and Business Paper	Arithmetic (4) or Agriculture (1)	
	9:30							
	9:40							
	9:50							
10:05	Word Study							
10:15								
RECESS								
	10:45	Numbers with Object Numbers Written Numbers	Prepare Numbers Numbers	Study Geography or History Penmanship Language Prepare Language Language Written Language	Study Geography or History	Language Study Language Written Language	Study Geography or History	Study Language
	10:55							
	11:05							
	11:15							
	11:30							
11:40	Dismiss, or Outdoor Recreation		11:40-12:00—6, 7 and 8 Agriculture (1)					
11:50								
NOON HOUR								
	1:00	Study Reading Read. (3) or Phon. (2) Sentence Building Seat Work for Phonics Phonics C—Spelling (3) or Handwork Study Spelling	Study Spelling Practice Palm. Writing Library Reading	Penmanship Practice Geography Library Reading	Study Spelling Geography or History Map Drawing Reading Study Reading	Study Spelling Civics (2) or Hygiene (3) Map Drawing Geog. or Hist. Penmanship Practice	Study Civics or Hygiene	
	1:10							
	1:20							
	1:35							
	1:45							
	1:55							
	2:05							
	2:15							
	2:25							
	2:25							
RECESS								
	2:50	Prepare Language Language (4)	Dismiss, or Outdoor Recreation	Map Drawing Reading (4) Study Reading	Study Spelling Penmanship Hygiene (4) Study Hygiene	Spelling Study Reading or Current Events Reading (3) or Current Events (1)		
	3:05							
	3:20							
	3:30							
	3:45							
FRIDAY AFTERNOON PROGRAM								
	2:50	Grades 1-4—Handwork						
	3:15	Grades 5-8—Sewing, Cooking, Manual Training or Handwork						
	3:45							

PROGRAM FOR A SCHOOL OF FIVE GRADES

	GRADE 1	GRADE 2	GRADE 4	GRADE 5	GRADE 7
Recitation Begins					
9:00	15	Opening Exercises (Music, Ethics, Etc.)			
9:15	15	Study Reading	Prepare Arithmetic		Prepare
9:30	15	Reading			Arithmetic
9:45	25	Word Study	Arithmetic		
10:10	20	Sentence Building	Rapid Drills; Original Problems		Arith. (4) or Agri. (1)
10:30	15	RECESS			
10:45	15	Phonics	Prepare Numbers		Prepare Geography or
11:00	15	Word Study thru Phon.	Numbers	Prepare Geography or History	History
11:15	15	Penmanship			
11:30	15	Dismiss, or Outdoor Recreation	Language		Lang. or Agri.
11:45	15		Practice Penmanship		
NOON HOUR					
Music					
1:00	10	Read. (3) or Spell. (2)	Study Reading	Prepare	Prepare
1:10	15	Study Reading or Spelling	Spell. (3) or Phonics (2)	Language	Language
1:25	20		Study Spelling or Phonics	Geography or History	Study Reading or
1:45	15	Illustrate Reading	Map	Drawing	Hygiene
2:00	15			Geography or History	Geography or History
2:15	15				
2:30	15	RECESS			
2:45	15	Handwork (3) or Drawing (2)	Study Reading	Map	Map
3:00	10		B-Spelling	Drawing	Drawing
3:10	10	Dismiss, or Outdoor Recreation	Study Spelling	A-Spelling	A-Spelling
3:20	20		Reading	Study Spelling	Study Spelling
3:40	20		Handwork	Reading (3) or Hygiene	Reading (3) or Hygiene
FRIDAY AFTERNOON					
3:00-4:00—Grades 4, 5 and 7—Industrial Work. (Sewing, Cooking, Manual Training or Handwork.)					

STUDY PERIODS AND SEAT WORK

To determine what was actually done by children in school when not reciting, a rather extensive survey of typical rural schools was made in one part of the State. Groups of children of all grades in each school were closely observed for one hour of the day. It was estimated that the waste time ranged from 70% in the first grade to 25% in the eighth. Using the proportion of waste time as given here, which is a conservative average, a child in a seven months school has had what would be equal to 98 days of idleness for the first year of his school life. Do you wonder that it is so difficult to get the fourth grade to concentrate when they have had three years of dilly-dallying, day dreaming and mischief? Even in the best planned programs for a school of over four or five grades, each class averages only 28% out of the day spent in recitation or general exercise. What is to be done with the remaining 72% of the time? In which periods—study or recitation—will habits of work or idleness, concentration or non-application, have best opportunity to take root? Do you wonder why so many teachers and parents have felt it necessary for the eighth grade to “cram” for examinations? The reasons are: (1) They were so neglected in the lower grades that they had no foundation for upper grade work. (2) They did not learn how to study because little or no work was planned for them for three years or more during 72% of the day.

To help teachers to overcome this serious weakness, the Department of Education from now on will require that the seat work be indicated in the daily program for every period and every grade, as in the type program in this handbook. Teachers are urged to study “Seat Work for Rural Schools,” a bulletin published by the Lewiston State Normal School which has already been distributed to practically every country teacher in the State. It was written to help Idaho teachers

1. To see the seriousness of the idleness habit.
2. To plan seat work.
3. To use the seat work to supplement and enforce the class work.
4. To give suggestions and devices for seat work to be correlated with common school subjects.

Contrary to the general opinions among laymen, the industrial work, if properly planned, not only strengthens the formal subjects but gives profitable employment for the upper grades during what would otherwise be idle periods. If for no other reason than to cure the serious habit of waste of time, introduce some form of industrial work. Because

the teacher does not find time to supervise the manual work for more than one or two hours during the week does not mean that no other time can be given to it. Let the children earn time

1. *By doing better work in formal subjects with the industrial work as a reward.*
2. *By concentrating at all times on whatever they are doing so as to find time at the end of a session for manual work.*

Take a critical survey of your own school. Measure your own efficiency by the results of your observations—

1. How much time does each grade spend at its seat?
2. What is planned for each class for each seat work period of the day?
3. Do the children feel responsible for the seat work assigned? If not, why not?
4. Do you inspect the seat work that is not book study, and do you lay as much stress on it as on recitation work?
5. Do you give the first grade more than fifteen minutes at a time on book study?
6. Do you give the eighth grade more than forty minutes to study on any book lesson?
7. Are you supplementing practically every text book assignment of every grade with illustrative work, map drawing, library reference, original observation, etc.?
8. Are you finishing the text books long before the end of the year? If so, have you not given too long lessons that have not been vitalized by supplementary work?

OPENING EXERCISES

It is doubtful if there is a period during the school day that will have greater results than the ten or fifteen minutes devoted to opening or morning exercises. Children who come from cheerless homes, walking long distances over muddy roads or deep snow, deserve the best possible reward for their efforts by beginning the school day with a general exercise that makes every one happy and leaves the right attitude for the rest of the day. This period, if well planned for the whole school with this idea in mind, will cure the tardiness habit, for who wants to miss the happiest exercise of the whole day?

The law requires you to teach morals and manners. This is the period in which to do so, not by formal talks or lessons but through informal discussion and ethical stories.

One of the best books for systematic ethical teaching through story telling is "Ethics for Children," by Cabot. (Any school publishing house, \$1.00.) Informal discussion of the need of older children protecting the younger, unselfishness on the playground, duty of children to parents, school loyalty, community health and needs, and many other topics of a similar nature will have a lasting effect if rightly approached. Current topics should be taken up in opening exercises but adapted to the understanding of even the youngest. Weather reports, discussion of what children read at home, nature talks, and method of beautifying the school and the home are legitimate subjects for opening exercises. Many teachers have wasted this time reading to children some book of a "semi-trashy" nature which only a few of the older ones can comprehend. If time is limited, reading to the school is not the best method of conducting the morning exercises. Music is by far the most important of all the studies mentioned and at least a part of this period should be devoted to singing patriotic and folk songs. (See topic of "Music" in this bulletin.) If you are fortunate enough to have a phonograph, music appreciation should be included.

Have a variety in the opening exercises. Give children surprises of a wholesome nature. Let groups of children conduct this period occasionally, perhaps each grade take their turn one day in the week. Many teachers' journals give helpful ideas. When making your weekly plans keep these aims of opening exercises in mind:

To start the day well.

To prevent tardiness.

To teach patriotism.

To arouse community and school spirit.

To set high standards of cleanliness.

To stimulate moral responsibility.

To appreciate the beauties of Nature.

To make country life more satisfying.

To cultivate an appreciation of good music and a love for American patriotic and folk songs.

To encourage magazine and newspaper reading and an interest in world affairs.

USE OF TEXT BOOKS AND COURSE OF STUDY

No text book author knows the needs and interests of individual communities and no text book was ever intended

to be more than a guide for pupils and teachers. Courses of study and text books are like the framework of a house or the skeleton of a body, absolutely essential but practically useless by themselves. They are the beginnings, the tools only, and should be used as such, never an end in themselves, but a means to an end. Only the most thoughtless amateur will use these tools for more than a background, but before she can adapt them to needs of the community she must know both her tools and her neighborhood. To take every example in arithmetic, every topic in geography or every word in spelling is the height of folly. Probably it is a safe rule to go by to give three times as much supplementary work as text book study. In upper grade arithmetic, for example, the principles are the same in all text books, though here it is necessary to develop each new step in class before assigning the abstract work from the book. No text book contains even the required amount of abstract drill. The supplementary applications of every topic should be taken from the community environment. To illustrate, if board measure is being taught, use the problems of the farm to round out the work—laying a floor for Mr. A's house, foundation for Mr. B's barn, hog-tight fence for Mr. C's garden, parts of the framework of Mr. D's poultry house and bill of lumber for each.

Study the questions in this handbook under the topic, "Getting Acquainted With the Community." Accurate information along those lines should be the greatest aid in adapting the work of the curriculum to the neighborhood needs. For example, the information you get in regard to health conditions should help you to decide on the supplementary work to be given in physiology—the source of water supply, the breeding place of flies or the dangers of patent medicines. After taking this survey, how can you vitalize your language by supplementary work to improve neighborhood conditions? What relation is there between your geography and the good road problem? How may your arithmetic tie up with the financial conditions of the district? Some teachers do not think that they have time for such practical applications of book subjects because they have to cover so much ground as laid down in the Course of Study. The State Board of Education expects you to discriminate between the essentials and non-essentials. What is essential in one part of the State may not be in another. Study the State Manual to find out what is to be omitted in arithmetic, for example. Do you know that the Course of Study gives definite helps as to the method of teaching

reading to the beginners before using the primers? Have you seen the reference book list recommended for each grade and subject? The Idaho Course of Study is full of helps which many teachers never read.

Have you thought about these problems? If you teach from the text books only, how are your pupils going to be able

To keep farm accounts?

To make household budgets?

To plan well balanced menus?

To get the reading habit?

To know what is going on in the outside world?

To keep a diary?

To draw and indorse a check?

To know the dangers of patent medicines?

To understand how to feed a baby?

To know how to write an actual business letter?

To learn the regulations of the State Board of Health in regard to sanitary premises?

A PLEA FOR MUSIC

The keynote of all country life movements is that of co-operation, of neighborliness, of brotherhood. Dr. Carver, in an address on the spontaneous cooperation of the people of Denmark, which has resulted in great prosperity, says: "The songs and hymns and the habit of singing them together on all occasions, has given to their recreations and festivities a patriotic and religious character which is to be found nowhere else today on so large a scale." Any plan for a bigger, better and more satisfying country life must include music—music in the home, music in the school, and community music, or the results will be disappointing. If we can get music in the rural communities, we have removed another enticement which lures to the city. If we can get our boys and girls to sing and cultivate in them an appreciation for that which is truly beautiful, we will have given an added charm to rural life.

The great cry all over the State is to teach our boys and girls how to earn a living, and that is what industrial work should do. But if the material only is emphasized, if we teach children how to work and neglect how to live, we are like the farmer who is anxious to sell his pigs that he may buy more land on which he can raise more corn which will feed more pigs and so on in an endless chain. *We must*

educate for leisure as well as for work, for living as much as for getting a living. If both phases are not kept in mind, how can we reach the end of rural education—**Better Men, Better Farming, Better Living?**

The most dangerous moments are not those of work but those of leisure.

Music is one of the greatest forces in human life. The Salvation Army, the evangelists of every age, the armies of every country, and the prison reformers realize that it is the strongest factor in arousing the highest emotions. Some one has said: "Let me write the songs of a nation and I care not who makes her laws." There has never been a religious idea among any people that has not been accompanied by music. Martin Luther said: "The schoolmaster who cannot sing and teach others to sing is of no account."

If the first requisite of a better country life is a better country school, the new type of country teacher must make music an important part of the school work and of the social life of a community. The United States Commissioner of Education, P. P. Claxton, says: "If I were making a public school curriculum, I would put in a little reading and writing, and a little arithmetic, a little history and geography, and a great deal of music. Next to reading and writing, even ahead of writing, and next to the power to count the simplest things in arithmetic, music is the most practical thing in our schools." Every school day should begin with music, children should march in and out at recess to music, should have patriotic songs under the school flag, and should have singing games and folk dances on the playground. The old-fashioned singing school should be revived, and one night out of the week or Sunday afternoon should be set aside for community music, when all get together and sing the old hymns, the patriotic and folk songs. It is doubtful if there is a teacher in the State who would not get a hearty response if she should attempt to organize such a wholesome social life. A Christmas Carol service should be an established custom in every rural community. A patriotic song festival should at least be an annual affair. Neighboring communities should occasionally have choral singing contests. There is no form of social life that would go farther to promote neighborliness and cooperation.

Teach children to stand when the national anthem and American patriotic songs are being played or sung. Teach them to sing all the words correctly without their books. Teach children to sing the folk songs—Way Down Upon the

Swanee River, Old Black Joe, Old Kentucky Home and many others—without their books. Dr. Talmage said, "A singing church is a living growing church," and a singing school is a living growing school.

One of the most important movements to teach the new generation an appreciation of music, is to introduce the phonograph in the school. Probably hundreds of country schools in this State have Victrolas which are usually bought from the proceeds of social affairs. They are used to teach tone quality (that singing does not mean shouting), to distinguish the different musical instruments, to train the ear to create a taste for what is truly beautiful, to stimulate an interest in the other school subjects, and to aid in the playground work. After a year's use of the Victrola in one rural school, children were humming and whistling on the way to and from school snatches of "Aida," "Il Trovatore" and other great operas. They talked spontaneously at home and on the street about the great composers and their compositions, and the great artists of today.

In the appendix of the "Social Activities" bulletin may be found a list of folk dances and march records. A list of song books for country schools is given in "Country Life and the Country School" (pages 369-371). A Victrola that will answer every purpose costs only \$25.00, and even a \$15.00 machine is very good. Miss Thresa Wild, head of the music department of the Lewiston State Normal School, recommends the following "first list" of Victrola records (\$11.25):

1. Singing games. (London Bridge, Mulberry Bush, etc.)	No. 17104	\$.75
2. Sousa Marches	No. 35389	1.25
3. Traumerei (Schumann); Violin (Elman)	No. 64197	1.00
4. Misereri (Trombone and Cornet), from Il Trovatore (Verdi); Spring Song (String Quartet) Mendelssohn	No. 16371	.75
5. Gaynor songs for little children (Baa, Baa, Black Sheep, etc.)	No. 16998	.75
6. Loch Lomond (Soprano); Old Folks at Home (Male Quartet)	No. 16454	.75
7. America; Red, White and Blue	No. 17580	.75
8. I Hear You Calling Me (Tenor Solo), McCormick	No. 64120	1.00
9. Lo, Here the Gentle Lark (Flute Obligato), Gluck	No. 64267	1.00
10. Sextette from "Lucia"—Donizetti	No. 70036	1.25
11. Soldiers' Chorus from Faust	No. 66624	.75
12. National Airs of All Nations	No. 31855	1.25

ADDITIONAL LIST (\$5.25)

1. Strauss Waltz (Band)	No. 31294	1.00
2. Carnival Romain (Orchestra); Chopin's Militaire Polanaise (Band)	No. 35241	1.25
3. Faust—Ballet Music	No. 17284	.75
4. Lullaby—Jocelyn (Orchestra)	No. 16696	1.00
5. Aida—Grand March (Band)	No. 35265	1.25

Get from a dealer of Victor machines: "The Victor on the Playground," "A Graded List of Victor Records for Children in School and Home" and "A New Correlation."

AGRICULTURE, THE BACKBONE OF THE SCHOOL

All through this bulletin, the need of redirecting and vocationalizing old subject matter has been emphasized. In fact the whole purpose of this handbook is to show teachers how they may shift the emphasis from the dead traditional subjects to live twentieth century farm needs and interests which may or may not bear the same name as the old subjects. A conscientious teacher who knows child nature and who is well grounded in principles of teaching can not do otherwise but teach in terms of country life, be it arithmetic or agriculture, reading or domestic science. The basic principles in education have taught us to "proceed from the known to the unknown," "to start from the child's experience." The country child is so steeped in the experiences of the farm home that the only psychological method of approach in a country school is from the agricultural standpoint—the activities and things that make up the child's world. (The only exception in this State would be in a mining or timber section where no farming is carried on. In such schools the curriculum should be redirected to fit the experience of such communities.) Agriculture and home making should be the backbone of everything in the school course, from first grade reading to eighth grade civics. The suggestive programs in this bulletin give only thirty-five minutes to agriculture, but it does not mean that that is the only time in which it is to be taught or that only the three highest grades are to take the work. The whole school course should be enriched from the first grade through the eighth, from nine o'clock in the morning till four in the afternoon by giving all subjects an agricultural trend. To introduce a little formal agriculture will not regenerate the country school. If that subject is taught in a formal, bookish way, it will go about as far as Latin in settling the country life problems. Text books are not necessary, in fact they may hinder the work, but reference books, agricultural bulletins and journals are a very important part of the school room equipment. *However, the use of the farm and the*

home as the rural school laboratory is absolutely essential if the industrial subjects are to be the means of tying the home and school.

Mr. Werner of the Albion State Normal says: "In any community having a special line of work it is the duty of the school to study this particular industry. We are just beginning to discover that it is the rural home together with the environment of the school that form the real laboratory of the rural school. Every community is full of type studies in agriculture, home economics and manual training if once the rural school learns to utilize this material. For example: Mr. A may have a number of well-bred dairy cows, driving or draft horses; Mr. B may have a field of alfalfa or wheat; Mr. C may have a vegetable garden or orchard. Some one in the neighborhood may have a cream separator, Babcock milk tester, canning outfit, a beautiful lawn and shade trees. Likewise the vegetable gardens at the homes should be made the experimental plots for the school after the best seeds have been selected, best methods of preparing, fertilizing and planting the soil, best known methods of cultivating and maturing crops have been taught in the school. The actual experimental work should be carried on in the home gardens by the girls and boys. Study the dairy cow, the feeding of cattle, hogs and horses, types and breeds of farm horses, cattle, hogs and sheep."

It is almost impossible to outline a course to fit all the conditions in Idaho. The boys' and girls' agricultural club bulletins furnish helpful material. Send to the Department of Agriculture, Washington, D. C., for a list of farmers' bulletins and to the University of Idaho, Moscow, for a list of their publications. From those lists choose those that you will need for reference and classify them as you would other library material.

One of the best and most concrete outlines is found in Bulletin No. 281, "Correlating Agriculture with the Public School Subjects of the Northern States," Department of Agriculture, Washington, D. C. (free). Every teacher should have this bulletin. Notice the farm arithmetic problems (pages 31-35) and the score cards for judging potatoes, cattle, bread, etc. (pages 35-41). If the outline given in this bulletin is followed, there is not much danger of the agriculture becoming "bookish."

HOME MAKING

In the same way that agriculture should be the backbone of all school work so home making and all that it im-

plies should be the source of the three R's. Every child, boy or girl, thinks in terms of his own experience. That experience to the country child is based on the farm activities—the farm home as much as the wheat field, the orchard or the cattle range. To work “from the known to the unknown” is to teach fractions in terms of mother's kitchen, to study sanitation in connection with the care of food, or to arouse an interest in correct letter forms by writing a real letter to the Department of Agriculture for bulletins on home making.

Practically every girl and many boys in the rural school go home every night to take part in the actual work of house-keeping—preparation of the evening meal, setting the table, washing the dishes, putting the baby to bed, straining the milk, darning stockings, etc. These are the actual daily experiences of rural children, and the farm home may be made the real laboratory for things taught in school. *The function of the school is to constantly better these very homes and to develop in our girls and boys higher standards of home life.*

What is the use of your physiology if you have not gotten children to sleep with open windows, to brush their teeth or to take proper care of dish towels? Why teach fractions if the children cannot apply that subject in the use of a measuring cup or in estimating the amount of cloth for the baby's dress? Why not omit picture study from your language work if copies of the masterpieces of art are not taking the place of gaudy calendars and enlarged photographs so often found in the living-rooms of country homes? Do you realize that the majority of children will not have any higher standards of living than those which they now possess, unless they are taught them at school? The commonplace must be spiritualized by a new interpretation of the three R's with emphasis on home-making and agriculture.

Who is to teach future farm wives to plan a convenient kitchen? Isn't that a legitimate part of your arithmetic work?

Where will the children learn to estimate the amount of gingham required for a dress? Percale? Serge? Doesn't that also belong under arithmetic?

Where will the next generation of mothers learn balanced menus?

What are you doing to raise the standards of the farm home? Is the home realizing immediately upon the investment it is making in educating the girls? Do your pupils

go home at night and put into actual practice the things learned in reading, arithmetic, hygiene and practically all of the other school subjects?

Some schools are not ready to do more in cooking than what can be done during the warm lunch period. However, many small one-room schools and the upper grades of two-room schools are having one or more cooking periods a week. In one rural school, the girls of the four upper grades made over a hundred glasses of jellies, jams and marmalades in one fall. They made puddings, pies, cakes, had a bread exhibit and a doughnut sale. The materials were gladly donated by the parents. All of this was done in one corner of the school corridor which was fitted up as a kitchen with a two-burner blue flame oil stove, a cupboard of inexpensive dishes and a home-made table. Where cooking lessons are possible, there should be close correlation between the school and the bread and canning clubs. In the fruit districts of the State, where so much fruit goes to waste, every school should have a canning outfit. See club bulletins on Mother-Daughter Canning Clubs (O. D. Center, Extension Department, Boise, Idaho).

WARM LUNCHES

Every rural school, whether supplied with a domestic science equipment or not, can and should have a warm lunch at noon if the children do not go home for their dinners. By careful planning, it should not be necessary for the teacher to do more than direct or for the pupils to take any time from school hours or much time from play. If the ordinary flat-top stove is used, soups, cocoa, creamed potatoes or other vegetables, cooked fruits, etc., are usually started at recess. Resourceful teachers have made use of the ash pan of the heater for baking vegetables and fruits, of the water pan attached to the top of the jacket of the heater for a double boiler and of the ledge inside the door of the heater (some makes) for cooking food that can be baked in a bean pot. One ingenious teacher made an oven for her little flat-top stove from a coal oil can, through which the stove pipe ran. Several have made fireless cookers fashioned from dry goods boxes or wooden candy pails, packed with sawdust, excelsior, hay, moss, etc. It has always been found, "Where there's a will, there's a way." Suggestions for equipment, what to cook, how to manage the work, etc., are given in a bulletin "Warm Lunches for Rural Schools," published by the University of Idaho, Moscow, Idaho.

Few teachers who serve warm lunches have more than one purpose in mind—to make the lunch more appetizing and to give the children something warm. Why not make better use of the time by tactfully teaching

Table etiquette.

How to make sandwiches.

How to pack the school lunch pail.

Well balanced lunches.

How to set a table.

Best method of serving.

Personal cleanliness at meals.

Correct way to wash dishes.

MANUAL TRAINING

Only a few rural schools are supplied with manual training equipment, yet in spite of that a good many are having some form of wood work with the few tools that can be brought from home. The problems of repairing around many dilapidated school houses or poorly equipped new ones furnish plenty of projects which are an entering wedge in teaching wood work. Many resourceful Idaho teachers have gotten the boys to repair broken fences, worn-out walks, leaking out-buildings; hang gates, lay new floor to the school house; make new porches, wood boxes and bookcases, all of which have been neglected by indifferent school authorities. There is hardly a school in the country that will not furnish many problems in repairing and equipping that are closely tied with similar home needs. One school needs a playground apparatus, another a sand table, another a flag pole, another window boxes, another lattice work, screen around the out-buildings and so on. Usually school boards are willing to furnish lumber and tools for such practical work.

A few projects which all country boys should be interested in and which are closely correlated with boys' and girls' club work and agriculture, and at the same time make excellent projects for school work, are:

Cold frame.

Window box.

Bird house.

Germinating box.

Trap nests (poultry).

Feed box.

Fireless cooker.

Corn-drying rack.

Egg tester.

"Broody" coop.

Egg crates.

Vine trellis.

Gate and arbor.

Whippletree.

Fly trap.

Send to the Department of Agriculture, Washington, D. C., for their bulletins (free) on farm handicraft work and poultry house construction. Kern's "Among Country Schools" (last chapter) contains a working drawing of a work bench, which could be made in school. "Farm and House Mechanics" (Bureau of Indian Affairs, Washington, D. C., 15 cts.) should be in every library.

The following list of tools are recommended. This set costs \$12.80 in Lewiston, Idaho. This would probably be the average price throughout the State. The best steel is the cheapest in the end for all sharp blade tools, but cheaper grades of hammers, try squares, braces, etc., will answer every purpose.

Jack plane (Stanley), 15-inch.	Combination oil stone (coarse and medium).
Back saw, 14-inch.	Oiler.
Rip saw, 8-point.	Marking gauge screw point.
Cross-cut saw, 9- or 10-point.	Augur bits, set of 6.
Hammer, 7-ounce.	Screw driver.
Hammer, 13-ounce.	Screw driver bit.
Chisels, $\frac{1}{4}$ - and $\frac{3}{4}$ -inch.	Drills, $\frac{3}{32}$, $\frac{4}{32}$, $\frac{5}{32}$, $\frac{6}{32}$ -in.
Try square, 7-inch.	Coping saw and dozen blades
Nail set.	(25 cents).
Counter sink.	
Brace.	

HANDWORK.

By handwork, we usually mean paper cutting and tearing, sand table work, cardboard construction, weaving, clay modeling, basketry, etc. Because of the inexpensive materials required, the fascination of the work and the quick results obtained, handwork has gained more headway in our schools than any other form of industrial work. However, it is less practical, with the exception of the first three or four grades, than cooking, manual training and sewing. In all grades, especially the lower, handwork should be closely correlated with other school subjects. Make posters, not so much for the sake of the poster, as to illustrate a reading lesson, a poem studied or a home activity. The sand table work in the same way should be an outgrowth of other school subjects and should be used as a seat work to reinforce the class recitations.

There is no excuse for introducing handwork if the teacher does not have the following aims:

To supplement the class work.

To give profitable employment for what would otherwise be waste of time.

To be an incentive for better preparation in regular school subjects.

To teach appropriateness of design.

To establish high standards of home decoration.

To train children in hand skill.

To make useful and beautiful objects of native materials.

It has been interesting to see how many kinds of native material in this State resourceful teachers have used for weaving and sewing baskets, braiding for dolls' hats and furniture, or making table and door mats. The following have been found to be as satisfactory as expensive craft material:

Pine needles.
Corn husks.
Bulrushes
Willow branches.
Marsh grass.
Birch bark.

Wheat straw.
Timothy hay.
Cat-tail leaves.
Grape vines.
Strawberry runners.
Roots of trees.

It remains for some teacher with an interest in such work and a big vision to develop these rural crafts so that they will be a source of income to the young people and farm wives. There is no reason that these should not be as highly developed an art as wood carving has become among the people of Bavaria; bone and ivory carving among the mountain peasants of Switzerland, or lace making among the women and girls of Italy and Ireland. An outline of handwork by seasons may be found in the bulletin, "Seat Work for Rural Schools" (pages 10 to 15). The following books are recommended:

Primary Handwork—Dopps—Macmillan Co., about 75 cents. (Excellent for practical correlation.)

School Drawing, a Real Correlation—Daniels—Milton, Bradley & Co., \$1.20. (Excellent for sand table and poster work for all grades.)

Primary Manual Work—Ledyard and Breckenfield—Milton, Bradley & Co., \$1.25. (Very good for an amateur, as directions are definite. For first and second grades only.)

Manual Arts Drawing Books (for each grade)—School Arts Publishing Co., Boston, 25 cents each. (Excellent for applied design and simple cardboard and paper construction.)

Industrial Work for Public Schools—Holton & Rollins—Rand, McNally & Co., 90 cents. (Good for basketry work; may be adapted to native materials.)

Booklet Making—Bailey—School Arts Publishing Co., 75 cents.

Pine Needle Basket Book—McAree—School Arts Publishing Co., 75 cents.

SEWING

The Idaho Sewing Club bulletins are very definite and contain as good an outline as will be found anywhere. Correlate very closely the sewing and arithmetic. Teach girls, not only how to sew, but how to judge and buy textiles, and to alter commercial patterns.

Test cotton goods for "fast" colors and "shrinkage."

Teach usual widths of textiles—percales, gingham, dimity, serge, silk, etc.

Estimate amount of material of different widths for certain patterns.

Estimate allowance to be made for shrinkage.

The above are a few suggestions to make the work practical, to teach thrift and to tie the home and the school closer together.

Children often prefer to make fancy stitches and embroidery but plain sewing should always precede the fancy. Let the needs of the home and the outlines given in the Club bulletins be your guide.

THE SCHOOL A SOCIAL CENTER

So much is being written and such progress has been made in many parts of the State in regard to the promotion of social life that very little needs to be said about the needs and purpose of such movements. Any kind of social activity that will promote neighborliness, bring all people of the community together and make country life more satisfying, is very much worth while. The teacher's interest in any amusement should not be the guide to go by for that same interest may defeat the end she is trying to seek—uniting all the people. Study the questions given under the topic, "Getting Acquainted with the Community." Accurate information in regard to the social activities which the school, the church and the farmers' organizations have fostered, will help you to decide your line of work to build up higher levels of social life in the neighborhood. Every district should have a permanent organization such as Community Club, Parent-Teachers' Association, Mothers' Circle, Orchestra, Singing School, Country Life Club, Literary Society or Recreation Association. The teacher should be the social engineer to "start things," find leaders, encourage and advise, but if she takes too much of the responsibility after the organization is well under way, it is likely to die down at the close of school. "A democracy is a success when the citizens are self governing, hence our

efforts are to develop that trait of character" by discovering leaders and using every person's capabilities for the good of the community.

Dramatic talent, musical talent, speaking talent are all going to waste. Suggestions as to leadership, kind of activities, original programs, sources of information, etc., may be found in the bulletin, "Social Activities in Rural Schools," Lewiston Normal School. A plan of organizing all the forces of a community, as carried out in many rural communities in the older states, is given in "Community Organization," a bulletin published by Albion State Normal School.

Teachers from all over the State are making inquiries in regard to topics of general information that would be suitable for "Literaries" and Parent-Teachers' Associations. A few are given here:

Sources of disease in our community.

Why we have colds.

Losses to the community because of the roads being as they are.

The best means of improving our local roads.

Library needs of the community.

What a Boy Scout organization would do for our boys.

What a Campfire girls' organization would do for our girls.

How this neighborhood can raise ten bushels per acre more of wheat.

Pure-bred versus scrub dairy cows.

Value of neighborhood entertainments.

Should agriculture, manual training, cooking and sewing be taught in our schools?

The County Unit of school organization.

Consolidation and its possibilities in our community.

Is the school rendering the greatest service possible to the community?

The effect of tenant farmers on neighborhood improvements.

How to revitalize the rural church.

Are there too many churches?

The federated church.

How to keep the boys and girls on the farm.

Country play picnic and field meet.

More music in rural communities.

Our children and the boys' and girls' clubs.

What the boys' and girls' clubs have done to improve rural conditions in the United States.

School playgrounds.

Work of the last legislature to improve the schools of Idaho.

The early history of Idaho.

Idaho's state educational institutions.

The State Department of Education offers the following suggestions for the organization of a Parent-Teachers' Association:

First, meet as many of the parents as possible and interest them in the organization; then call them together and proceed to effect an organization by the election of officers—a president, vice-president, secretary and treasurer. Committee on by-laws and organization should be appointed.

The following standing committees are recommended:

The Press Committee, whose duty it is to insert notices in the local papers and sometimes print papers of especial interest given before the association.

The Social Committee, whose duty it is to have charge of the social meetings and the refreshments. (This committee should be a very large one.)

The Legislative Committee, whose members keep in touch with existing school laws and all changes which occur in legislative years. This committee should be called upon to explain laws as well as proposed changes in them. At times it may furnish a program for an evening meeting.

The Educational Committee, whose members keep in close touch with questions educational, recommend good articles on educational subjects to the association and also good books for school children, and for mothers who try to keep themselves posted on child life and educational matters. This committee should keep the association in touch with the State Educational Department—the State institutions, and the public school system. This committee should also visit the school and encourage others to do so. In this visiting they should not only become acquainted with the teacher and her methods and plans for the school, and the work done by the pupils, but they should also notice the condition of the buildings, the ventilation, lighting, state of repair, etc.

The School Improvement Committee. This committee should work for the school library, school piano, playground equipment, manual training department and equipment, domestic science equipment and other things which will help the school and broaden its sphere of usefulness.

These committees must be carefully selected. You should try to direct the appointments as far as possible with the aid of some broad-minded citizens of the district.

This will give you some idea of what may be done by such an organization. We know of nothing better for a community than a good Parent-Teachers' Association.

Mr. John C. Werner, head of the Department of Rural Education of the Albion State Normal School, offers the following suggestions for the organization of the rural community:

HOW TO ORGANIZE AND BUILD UP COUNTRY LIFE

Dr. P. P. Claxton, United States Commissioner of Education, in his 1914 report, gives the summary of the work of the conference for education in the South at its meeting in April, 1914. The aim of this conference was to show "How to Organize and Build Up Country Life." At the conference there were demonstrations of cooperative growing and marketing associations; women's clubs for household equipment and home making; boys' and girls' clubs, etc. Following is a brief summary of the conclusions from their deliberations:

1. The greatest social need of the century is the organization and consequent upbuilding of the rural life of America.

2. This must be the outgrowth of the self-activity of rural life forces. Outside forces can only assist in this work.

3. There is need of raising the general level of living in the country in order to keep the brightest and best people from leaving the country in too great numbers.

4. To educate the young in the schools, to elevate their ideals, to arouse their ambitions, without raising the level of living and offering them a broader field for the exercise of their talents, may do as much harm as good.

5. The school is only one of these agencies for community upbuilding. There must be a cooperation among rural life forces, all working together for a common end.

6. The farmer, the country woman, the country teacher, the country editor, the country doctor, the country business man and the country preacher shall and must all join hands for a hard pull, a long pull and a pull all together for better living along every line in the country.

7. The community is the proper unit for rural development. The community must learn how to educate, to organize and to develop itself.

RURAL COMMUNITY ORGANIZATION

Prof. T. N. Carver, Adviser in Agricultural Economics, U. S. Department of Agriculture, has given a very complete plan for the organization of a rural community in the Year

Book of the Department of Agriculture for 1914. The plan is similar to that of the chamber of commerce in some of our cities. There is to be a central or executive committee composed of the president of the organization, its secretary, its treasurer and the chairmen of the various committees. This central committee should direct the general policy of the organization.

After much study on the problems of rural life, the Department of Agriculture suggests the following outline setting forth the needs of the rural community which make organization advisable and showing how the problems may be taken up in a systematic way and solved by the community itself.

There are two kinds of needs, namely, Business Needs and Social Needs. Under Business Needs are noted:

1. Better farm production.
2. Better marketing facilities.
3. Better means of securing farm supplies.
4. Better credit facilities.
5. Better means of communication—(a) roads; (b) telephones.

Under Social Needs:

1. Better educational facilities.
2. Better sanitation.
3. Better opportunities for recreation.
4. Beautification of the country side.
5. Better home economics.

There is not a farming community in the United States which does not need some, at least, of the things named in the above outline. These cannot be had except by united effort on the part of the people themselves of these communities.

In conducting those activities which make for community welfare it is essential that there be some organization that will unify and direct all of the individuals and forces for betterment. It often happens that there is an organization in the community with which all may cooperate and in this way carry out the lines of work suggested above without the formation of an additional organization. It is unity, cooperation and concerted action that are needed to insure results.

Herewith is a suggestive Constitution and By-Laws for a community organization:

CONSTITUTION**ARTICLE I—NAME**

The name of this club shall be The.....Idaho Community Club.

ARTICLE II—OBJECT

The object of this club shall be: Conducting public meetings for the presentation and open discussion of live subjects; the physical improvement of the community environment; and the social, moral and educational development of the people.

ARTICLE III—MEMBERSHIP

Section I. Associate Members. Every person living in the vicinity of.....is considered an associate member of this club.

Section II. Any person sixteen years of age and over living in the vicinity of.....is eligible to become an active member of the club upon giving his or her name to any member of the executive committee.

ARTICLE IV—OFFICERS AND ELECTIONS

Section I. There shall be the following officers: President; First, Second and Third Vice Presidents; Secretary, and Treasurer.

Section II. The officers shall be elected at the annual meeting of the club which shall be held on....., to serve for a term of one year each. Only active members shall be allowed to vote for officers, and only active members are eligible to office.

ARTICLE V—DUTIES OF OFFICERS

Section I. President. It shall be the duty of the President to preside at all meetings of the club, and also to serve as chairman of the executive committee of the club.

Section II. First Vice President. It shall be the duty of the First Vice President to preside at the meetings of the club in the absence of or at the request of the President. He shall also be chairman of the Program Committee.

Section III. Second Vice President. It shall be the duty of the Second Vice President to serve as chairman of the Improvement Committee of the club.

Section IV. Third Vice President. It shall be the duty of the Third Vice President to serve as chairman of the Social Service Committee of the club.

Section V. It shall be the duty of the Secretary to keep the minutes of the proceedings of the club; to keep a list of active members; to receive names of new members; to carry on the correspondence of the club, and to fulfill such other duties as usually pertain to this office.

Section VI. It shall be the duty of the Treasurer to collect and disburse the money of the club; to keep a record of all money received, spent and on hand, and to report upon the state of the treasury at the annual meeting or whenever called upon to do so.

ARTICLE VI—COMMITTEES

Section I. Executive Committee. The Executive Committee shall consist of the elected officers of the club. It shall be the duty of this committee to confer upon questions regarding the welfare of the club;

to consider and recommend matters of importance to the club, and in unusual matters requiring haste to act for the club.

Section II. Program Committee. The Program Committee shall consist of the First Vice President of the club and two other members chosen by him. It shall be the duty of this committee to arrange programs for all the meetings of the club; to secure speakers; and to suggest topics for discussion, which shall insure profitable and interesting meetings; to promote the publicity of the club through the local papers; to announce programs of the meeting of the club, and otherwise to carry on the work of publicity for the club.

Section III. Improvement Committee. The Improvement Committee shall consist of the Second Vice President and two (or four) other members appointed by him. It shall be the duty of this committee to investigate and bring to the attention of the club all matters pertaining to local community improvement, and to act by direction of the club, in consummating such improvement. (This committee shall look after business needs.)

Section IV. Social Service Committee. The Social Service Committee shall consist of the Third Vice President and two (or four) other members appointed by him. They shall have supervision of all social, moral and educational activities of the club for the community. (This committee shall look after the social needs.)

ARTICLE VIII—MEETINGS

The club shall hold regular meetings each.....evening, in the....., between the hours of 7:30 and 10 o'clock.

ARTICLE IX—DUES

The dues of the club shall be.....per year for each active member, to aid in meeting the local expenses of the organization.

ARTICLE X—QUORUM

Eight active members of the club shall constitute a quorum for the transaction of all business.

ARTICLE XI—AMENDMENTS

The Constitution may be amended by two-thirds vote of the active members present at any regular meeting.

ORDER OF BUSINESS AND BY-LAWS

The order of business in all regular meetings of the club shall be as follows:

1. Social half hour.
2. Call to order.
3. Song.
4. Reading minutes of previous meeting.
5. Report of special committees.
6. Report of standing committees.
7. Treasurer's report.
8. Unfinished business.
9. New business.
10. Special program.
11. Discussion.
12. Adjournment.

1. The meeting shall be called to order so that the business routine may be disposed of and the special program of the evening begun by 8:15 o'clock. This part of the program, including the general discussions, shall not usually exceed one and one-fourth hours.

2. The chairman of the meeting may leave the chair in order to engage in discussion.

3. In speaking from the floor in the open discussion which follows the main address or in any other event, the parliamentary rules of addressing the chair, etc., shall be strictly followed.

4. Speeches from the floor are limited to five minutes and the time may be extended only by unanimous consent.

5. No speaker may have the floor a second time, unless all others who wish to speak have had an opportunity to do so.

6. Speeches from the floor must deal with the subject chosen for discussion.

LIST OF TOPICS FOR COMMUNITY MEETINGS

A suggested list of topics for consideration and discussion. Many others will occur to the program committee who know the local situation. All matters for reports and discussions should be of a constructive nature and of special value to the entire neighborhood. The watch-word in every undertaking and in each program should be **co-operation**.

The following list of subjects or any of the subjects listed under the chapter in "The School, a Social Center," may be used for community meetings:

1. The kinds of waste on the farm.
2. The kinds of waste in the home.
3. Value of neighborhood entertainments.
4. How to exterminate the typhoid or common house fly.
5. Relation of the house fly to contagious and infectious diseases.
6. The value of playgrounds for country children.
7. Women's clubs in the country.
8. How to make poultry pay on the farm.
9. Pure-bred versus scrub dairy cows.
10. Should Agriculture, Manual Training and Home Economics be taught in our school?
11. The Farmers' Institute.
12. Boys' and girls' clubs.
13. How best to use the Extension Department of the University.
14. The value of demonstration work in Agriculture and Home Economics.
15. The relation of water supply to contagious diseases.
16. How to use the "Idaho Free Traveling Library."
17. Things that every taxpayer should know about local government.
18. How to improve production in our community.
19. The problem of our roads.
20. The need for more social advantages in the country.

21. Why farmers move to the city.
22. Modern conveniences on the farm.
23. The business side of farming.
24. The products we can market best.

A SUGGESTIVE PROGRAM FOR A COMMUNITY MEETING

Subject: "Reading Matter in the Home."

1. Music.
2. Paper—The Magazine I Like Best, and Why.
3. General Discussion.
4. Recitation.
5. Paper—What makes a good children's book, and where can it be found?
6. General discussion.
7. Round table—
 - (a) The papers that should be in every home.
 - (b) Influence of an early reading habit.
 - (c) How to satisfy the love of adventure in boys' reading.
 - (d) Recent books on farm life that are worth while.
8. Music.

SPECIAL DAY CELEBRATIONS

Usually the special day celebration and programs mean a burden to both teacher and pupils. Parents criticise that regular school work is neglected for weeks before the celebration. No teacher wants to take time from school work or "rob Peter to pay Paul," but she realizes that there is as much education in the right kind of a Washington birthday program as in the study of history, or in the celebration of Christmas as in the study of language. It is not a question of values but a question of how to manage to neglect neither the regular school work nor the program which is such a vital force in arousing patriotism, school spirit, dramatic and musical ability, and an interest in national history.

At the beginning of the school year it might be well for teachers to decide on the special days to celebrate during the year and quietly and gradually work up those programs as a regular part of the school work or recreation period, weeks or months in advance. Teach the songs, hymns, poems and legends as a part of the opening exercises, language work or story telling periods. The little people may dramatize, as a part of their reading, the stories that are in keeping for the occasion. If costumes are to be made, the history classes may search the text and reference books for pictures of those that are appropriate while the handwork and sewing periods are utilized in working them out. The upper grade language classes may write an original "play" to be acted. The folk dances, marches and singing games that can

be used for the program will have been taught on the playground as a regular part of the organized recess period. Decorations, announcement posters and invitations may be made in penmanship and handwork periods.

So every part of the school work contributes something to the program and if planned far enough in advance it will vitalize the school work instead of making the preparation a time of confusion, excitement and worry.

Probably the most important social event of the year in many schools is the spring play picnic or May festival. Some of the county superintendents of the State have divided their counties into districts, all schools in a district being responsible for some game, athletic feat or folk dance. On a certain day, all the schools and the patrons gather at a certain place for an all-day celebration. Competitive games between schools, athletic contests, graceful costume dances, community music and impromptu events for grown people, such as a potato paring race or a harnessing contest, make up the celebration. Suggestive programs for such festivals may be found in the appendix of the "Social Activities" bulletin.

If the State could get the concerted action of all rural teachers along such lines for the next few years, Idaho would take the lead in a new country life and the rural teacher would prove that she is the *"strongest factor in the solution of the country life problem."*

PLAY GROUND, RECESS AND NOON HOUR

Isolation that comes from pioneer life and large farms does not foster community or individual play and recreation. Curtis has pictured the conditions in Idaho more accurately than of the older States, in "Play and Recreation." He says: "Rural life has become over-serious and over-sordid. All too often in these years of earnest struggle for success the children have been only a by-product of the farm. The farmer has loved and cared for them, but the raising and training of a worthy family has not been one of his objects in life. He has cared for his corn and potatoes, but his children have 'just growed.' He has often confounded play with idleness and has deemed exercise only a useless waste of energy which could better be devoted to pulling weeds or washing dishes." It is the duty of this generation of teachers to supply that in which the homes fail, and the failure to develop the play spirit is one of the greatest weaknesses of the over-serious country home. The injection of this spirit of play, along with neighborhood sociability, will do as much to keep the boys and girls on the farm as tying

up the school with the farm and farm home by vocationalizing school work. Any theme for rural education that separates the economic and social is unbalanced and will not accomplish the purpose of that education—Better Men, Better Farming, Better Living.

Because of the abnormal repression of movement, school room conditions induce a nervous strain and cramped posture which should be relieved by vigorous physical activity during recess and noon hour. "Children inherit the play instinct but they do not inherit games." It is doubtful if the majority of country children know more than three or four active games, unless they have been fortunate in having live teachers interested in recreation.

The recess program should be as carefully planned by the teacher as recitation periods or seat work. If this is not done, a few aggressive children will occupy the center of the playground and the majority of timid or passive boys and girls, who are in greater need of the exercise, will walk around the edges, lean against the fence, stay in-doors to help the teacher or congregate in corners or in the out-buildings engrossed in whispered conversation of a questionable nature. These conditions are sure to exist if the recess is not organized and led by the teacher, who not only knows how to play but knows human nature. Playground work will be a failure of the teacher does not take an active part in the program. It is not economy of time for the teacher, who needs the change as much as the children, to spend the recess time putting work on the blackboard, correcting papers or helping backward pupils.

In a school of many grades, "the game is best which

1. Includes the whole school and offers to the teacher supervision of her pupils at a glance.
2. Does not put girls at a disadvantage in playing with boys.
3. Admits pupils of all ages.
4. May be played indoors or outdoors, at any time of year.
5. May be played by any number of players on a side, according to the size of the school.
6. Requires no special preparation and puts no special strain upon the hearts and lungs of the children.
7. Requires no elaborate or expensive equipment."

Most bean bag games and volley ball meet with these requirements.

Directions for playing the latter, which is one of the best games for all-round physical development, are given in Bancroft's "Games for the Playground, Home, School and Gymnasium," Macmillan Co., Chicago (\$1.50). Teachers are urged to put this book, which is one of the most complete of its kind, into the school libraries. All games found below, as well as many singing games, will be found in that book:

BEAN BAG GAMES

Bag Pile.	Circle Ball.
Bean Bag Board.	Criss-cross Goal.
Bean Bag Box.	Over and Under Relay.
Bean Bag Circle Toss.	Target Toss.
Bean Bag Ring Throw.	Teacher and Class.

ZIGZAG GAMES

Other Active Games for the Playground.

Animal Blind Man's Buff.	Catch and Pull Tug-of-war.
Animal Chase.	Chicken Market.
Barley Break.	Circle Relay.
Baste the Bear.	Club Snatch.
Bear in the Pit.	Cross Tag.
Bird Catcher.	Fox and Geese.
Black and White.	Have You Seen My Sheep?
Black Tom.	I Say "Stoop."
Blind Bell.	Japanese Tag.
Body Guard.	Potato Race.
Buying a Lock.	Prisoner's Base.
Cat and Rat.	Three Deep.
Catch the Fish.	

QUIET SCHOOL-ROOM GAMES FOR STORMY DAYS

Automobile Race.	Beast, Bird or Fish.
Bend and Stretch Relay.	Buzz.
Blackboard Relay.	Cross Questions.
Changing Seats.	Minister's Cat.
Circle Seat Relay.	Prince of Paris.
Follow the Leader.	Up, Mr. Jenkins!

Every school should have several well-made bean bags. Besides the ordinary playground apparatus, a tennis court (\$5.00 will cover the cost of inexpensive net, balls and rackets), croquet set (\$1.00), a volley ball (\$1.00, American Sports Publishing Co., 21 Warren St., New York), and a basket ball are recommended.

Hundreds of rural schools of this State have a few pieces of home-made playground apparatus—swing, giant stride, turning bar, slide, teeter and sand box. Every school should have some such equipment, but the teacher must not feel that her responsibility is lessened for there is no virtue in the apparatus itself. It is only one means to an end. Swings and teeters will not create in a child a spirit of fair play or

team work and perhaps not even a play spirit. *The apparatus should supplement, not take the place of organized play.*

"Singing Games, Old and New," "Popular Folk Games and Dances," both by Marie Hofer (G. S. Schirmer, Publisher, New York, 75 cts. each) and "Play and Recreation for the Open Country," by Curtis (\$1.16, any publishing house) are recommended. See list of bulletins on rural play in "Social Activities for Rural Schools" (pages 26 and 27), published by the Lewiston State Normal School. "The Reorganized School Playground," a bulletin published by the Bureau of Education, Washington, D. C. (5 cts.), contains plans of home-made playground apparatus.

BOYS' AND GIRLS' CLUBS

One important part of the work of the redirected rural school is the organization of boys' and girls' agricultural and home economics clubs. Every state in the Union, in conjunction with the Department of Agriculture in Washington, D. C., is carrying on this club work. No movement for a better country life has had a more remarkable growth. Those who know the splendid results of the work in this State do not need to be urged to become a part of this big country life movement. There is, however, too much indifference in many parts of Idaho, due to the fact that many teachers and patrons do not understand what this great work means. If you do not know, write for information to O. D. Center, Director of Extension Department, Boise, Idaho. That department, which is a part of the University of Idaho, has charge of the work in this State. Corn, Potato, Garden, Pig, Poultry, Sewing, Cooking, and Mother-Daughter Canning Clubs are flourishing in many parts of the State. Even in timber and mining sections where no farming is done, at least Sewing and Poultry Clubs may be organized.

Mr. Center says in a recent bulletin by the Extension Department: "Help will be given to special clubs that may be best suited to local conditions or community needs as Farm and Home Handicrafts, Apple, Sugar Beet, Alfalfa (dry land), Bee Culture, Cow and Sheep Testing. The county director (usually County Superintendent of Schools) assists the teacher and pupils in organizing clubs, has general supervision over all clubs in the county, cooperates with the local advisor and arranges for final contests and exhibits at community, county and state fairs."

Ask your County Superintendent for help, but after the work has been organized the responsibility for keeping up the interest will rest chiefly on you. The school work should

be closely correlated with the club work, whether the teacher is the local leader or not. (Send to the Department of Agriculture, Washington, D. C., for free bulletin, "Correlation of Agriculture with School Subjects in the Northern States.") The greatest need of this correlation is in the keeping of accounts and reports. This should be a vital part of the arithmetic and language work. Use in school the blanks, which the Extension Department sends you, to illustrate what is required. The school is responsible if the club work is not a success because of failure to keep the proper records.

REQUIREMENTS

1. Age, 10 to 18 years at time of enrollment.
2. Time of enrollment, as set out under various clubs in the Announcement Circular.
3. Membership limited to two clubs.
4. Study the bulletins and circulars furnished.
5. Carry out the work as outlined and as directed by the club advisors.
6. Attend club meetings.
7. Keep careful records of all items of expense and income, labor performed and results obtained.
8. Submit monthly reports to the University Extension Department as requested. A failure for 30 days to send a report will forfeit membership.
9. Make final report at close of club season, and also write a story about how the work was done.
10. Exhibit products, or work, at the school or local fair, and, if possible, at the County Fair and State Fair.

OBJECTS AND BENEFITS OF CLUB WORK

"It gives purpose and direction to young people.

It cultivates habits of thrift and industry.

It interests the boys and girls in the study of agriculture and home making.

It teaches better methods of farm and home management.

It dignifies the business of home and farm.

It stimulates friendly rivalry in production and marketing.

It encourages cooperation.

It emphasizes practical education.

It unites home and school—parent and teacher.

It adds to the wealth of state and nation.

It makes better boys and girls—more efficient men and women.

It sets higher standards for home life and citizenship."

SCHOOL LIBRARIES

The law of Idaho requires that three per cent of the money annually appropriated to each district be set aside by the County Superintendent for library purposes. This money is apportioned in August and February.

Many schools are not getting the benefit of this library fund because of neglect of teachers and school clerks who are authorized to order the books. Every teacher should inquire of the clerk at the beginning of the school year the amount available in her district, and should proceed to order the books from "The List of Books for Public Schools," which is the one authorized by the State Board of Education. Judgment has to be exercised in selecting even from the best book lists, for the ages and nationality of the children, and the needs and the interests of the community should be taken into consideration. In the majority of schools the younger children are forgotten when library books are ordered, as the books are often selected for the patrons and oldest pupils. If money is limited, there should be little modern fiction for those are the books which few or any of the children can use. The first three grades should be considered first in making the book selection for, if children do not acquire the reading habit when they first begin to go to school, they are not apt to later. All publishing houses give a good discount on school library books. It is usually cheaper to order from such houses and pay transportation than to buy from local firms. Order from the former unless advised to do otherwise by your county superintendent, who occasionally makes arrangements with local book companies who agree to give the usual discounts. Never accept substitutes if books selected from the authorized list are not in stock.

The following well-known and reliable wholesale houses carry these books in stock, or they may be ordered direct from publishers: John W. Graham & Co., Spokane; A. C. McClurg & Co., Chicago; St. Paul Book and Stationery Co., St. Paul, Minnesota.

The school library is not primarily for patrons, but first, last and all the time for ALL school children. However, teachers are urged to get a few books on country life for the use of adults. These, if read by patrons, will go a long way toward broadening the vision of the farm folk and will indirectly help the school by educating the patrons to the new movements in rural education.

Teachers are also expected to have in their school libraries reference books for each grade in history, geog-

raphy, hygiene, etc.; at least one set of supplementary readers for each of the first three grades, a set of agricultural and home economics bulletins for use of both upper grades and patrons, one or two magazines for school use; and, if possible, a set of supplementary arithmetics on farm accounts and agriculture for seventh and eighth grades.

A few things to remember:

1. Three per cent of general school fund is available each year for library purposes only. (This does not mean bookcases.)
2. Library books are to be chosen from "List of Books for Public Schools," which may be procured from your county superintendent.
3. As many or more books should be selected for lower grades as for older children.
4. A set of supplementary readers for each of the three lowest grades in every library. The following sets are recommended:
 Progressive Road to Reading.
 Elson School Readers.
 Golden Treasury Readers.
 Gordon Readers.
 The New Sloan Reader.
 Parnly Method Reader.
5. One or more magazines in every school. The following are recommended:
 The Country Gentleman (weekly; for upper grade agriculture); Curtis Publishing Co., Philadelphia, \$1.50.
 Farm Journal (two years, 35 cents).
 The Youth's Companion (weekly); Perry, Mason & Co., Boston, \$1.75.
 St. Nicholas Magazine (monthly; excellent for all grades); Century Co., New York, \$1.75.
6. Agricultural and home making bulletins. Send to Department of Agriculture, Washington, D. C., and University of Idaho, Moscow, for list of their publications.
7. Boys' and girls' club bulletins. Send for list to O. D. Center, Director of Extension Department, State House, Boise.
8. Reference books for all grades in each subject. See State Course of Study.
9. A few country life books, such as:
 Field's The Corn Lady.
 Carney's Country Life and the Country School.
 Kern's Among Country Schools.
 Colgrove's The Teacher and the School.
 Butterfield's Chapters in Rural Progress.
 Foght's The American Rural School.
10. If possible, a set of farm arithmetics for seventh and eighth grades. The following are recommended:
 Lewis's Farm-Business Arithmetic, D. C. Heath & Co., Chicago; about 40 cents each.
 Principles of Bookkeeping and Farm Accounts, Rexell & Nichols, American Book Co., Chicago; about 90 cents.
 Smith & Thomas's Farm Accounts, Laurel Book Co., Chicago; 30 cents.

THE TRAVELING LIBRARY

For use of patrons, especially; send a request early in the year for a traveling library from the Idaho State Library Commission. Every district should have a case of books which may be had for the asking. It is one of the many ways of connecting school and home and of making "Idaho a land of readers." Miss Roberts, the librarian, says: "The Idaho Library Commission's aim, object and only purpose of existence is to extend to the people of the State greater library facilities. Therefore, upon request from any village, hamlet or town in the State of Idaho, an application blank is sent which is to be signed by six taxpayers and a responsible librarian appointed who will promise to give careful attention to crates, cases and books and if they are lost or damaged see that they are paid for."

After the said application is returned to Margaret S. Roberts, State House, Boise, a case of fifty books, containing fifteen fiction, fifteen juvenile and twenty miscellaneous, also special cases on Agriculture, Juvenile, Art, Music, Home Economics, History and Debates, will be forwarded, freight prepaid. This case remains at a station four months unless otherwise ordered.

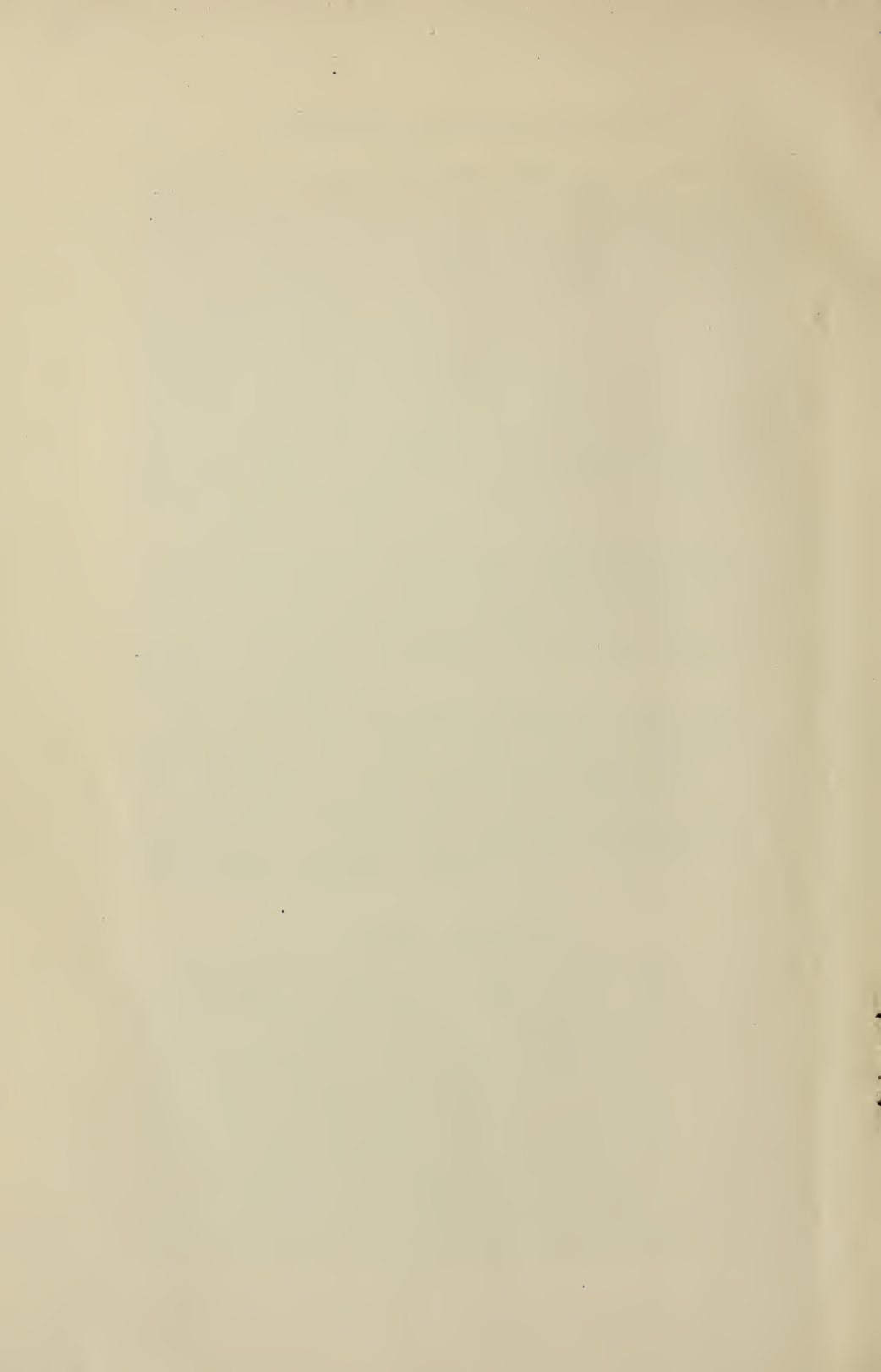
The commission has also a single loan shelf which is accessible to any responsible citizen of the State who will pay the postage both ways. A list of books on the single loan shelf will be sent to any one upon application.

It is the hope and dream, the foremost of the thoughts and ambitions of the commission to give every individual in the State the books they most need and to make this great State of Idaho a land of readers.

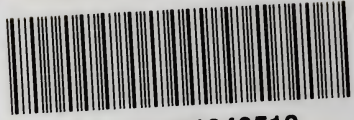
PACKET LIBRARIES

For the new type of rural teacher, who wishes to grow professionally, the Lewiston State Normal School has a plan of extension work in the form of packet libraries, mainly of a professional nature, which will be sent upon request and the payment of the nominal fee of 25 cents to cover cost of postage and depreciation. Each library contains about five books and eight or ten bulletins, a list of which may be found in the Lewiston Normal School catalog for July, 1915, and also in the September, 1915, "Rural School Monitor." To secure the use of one of these libraries, write to Miss Mary R. Crawford, Librarian, care of the Normal School, Lewiston, Idaho, stating which packet you wish, as packet No. 1, and also make a second choice. If you

do not have the list, state your special need, as arithmetic methods, organization of a play festival, etc., and Miss Crawford will gladly send you the library which should be the most help to you. Each library may be kept four weeks from the date on which it is received.



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